

Reconciling Individualism And Collectivism In The Information Age Improving Public Education Family Policy Social Cohesion And Global Solidarity

[#individualism collectivism](#) [#information age challenges](#) [#public education reform](#) [#social cohesion strategies](#) [#global solidarity initiatives](#)

Explore the crucial task of reconciling individualism and collectivism in the information age, examining its impact on improving public education, shaping family policy, fostering social cohesion, and advancing global solidarity for a more balanced and equitable society.

Our syllabus archive provides structured outlines for university and college courses.

We would like to thank you for your visit.

This website provides the document Social Policy Education Cohesion you have been searching for.

All visitors are welcome to download it completely free.

The authenticity of the document is guaranteed.

We only provide original content that can be trusted.

This is our way of ensuring visitor satisfaction.

Use this document to support your needs.

We are always ready to offer more useful resources in the future.

Thank you for making our website your choice.

This document remains one of the most requested materials in digital libraries online.

By reaching us, you have gained a rare advantage.

The full version of Social Policy Education Cohesion is available here, free of charge.

Reconciling Individualism and Collectivism in the Information Age & Improving Public Education, Family Policy, Social Cohesion and Global Solidarity

In today's Information Age, resolving the conflict between individualism and collectivism is one of the greatest challenges in society, particularly in countries such as China - but also in conservative Islamic countries, which are challenged with harmonising mainstream ethics and civil liberties into their collective psychological- and philosophical system of beliefs; such as civil rights, gender equality and democracy. Hence this book explores cutting-edge theories and policies to reconcile individualism and collectivism - especially in China - so that human rights, civil liberties and happiness can be improved in the world's most populous country; which includes the implementation of Universal Suffrage in China. This study also explores some progressive concepts to improve personality development and social cohesion in our global community; which includes the basic and fundamental concept of peaceful human interaction.

Families and Family Values in Society and Culture

This book which has been created in the framework of the EU-funded COST Action INTERFASOL brings together researchers from 22 INTERFASOL countries, who frame intergenerational family solidarity in the specific historical, cultural, social and economic context of their own country. Integrating different perspectives from social and political sciences, economics, communication, health and psychology, the book offers country-specific knowledge and new insights into family relations, family values and family policies across Europe. Praise for Families and Family Values in Society and Culture: "This comprehensive study of families in Europe reveals the strength and variation in family solidarity and values. By drawing together detailed descriptions of continuity and change, Families and Family Values in Society and Culture provides a fascinating account of the social and cultural contexts that shape

European family life. The case studies of families in different European countries compare demographic and welfare regimes to consider the challenges facing generations in Europe and responses to these. The book is an invaluable resource for researchers studying family life and inter-generational solidarity." Clare Holdsworth Professor of Social Geography Keele University "This book is based on the testimony of experts, each of them proposing analyses which are specific to their own society. It provides an opportunity for the reader to take a new look at the evolution of intergenerational solidarity in 22 countries, whose wealth, welfare systems, and demographic situations, as well as recent events (wars, migratory movements, ...) offer specific challenges. It adopts the perspective of the insider to shed light not only on culture and values in each country, but also on conflicts between tradition and modernity, and between subcultures in the same society. The book thus allows better understanding of changes in intergenerational and gender relations, and the variety of solutions implemented or suggested to promote more satisfactory expressions of intergenerational solidarity for the next decade. Families and Family Values in Society and Culture provides an invaluable contribution for cross-cultural and social sciences researchers interested in understanding how different forms of solidarity arise from family and social dynamics." Anne Marie Fontaine Professor of Psychology University of Porto

Forum on Investing in Young Children Globally

Focusing on young children in a global context is an approach to end the cycle of poverty and improve the well-being of nations. Improving well-being necessarily begins with core elements such as health, education, nutrition, and social protection; many efforts to improve child development in the first decade of life focus on areas to meet young children's basic needs. Young children living in low-resourced settings are vulnerable to developmental and educational risk factors, such as stunting and undernutrition, disease, caregiver depression, lack of access to quality preprimary and primary education, disabilities, poverty, and societal and familial violence. While each of these areas is important for children's growth and development, there are potential increased benefits from integrated programs and coordinated policies that address more than one of these areas simultaneously, particularly for children living in low-resourced communities. An integrated and coordinated "all system" approach may be the best way to guarantee that children will have the prerequisites for healthy development. The Forum on Investing in Young Children Globally was established with the goal of integrating knowledge with action in regions around the world to inform evidence-based, strategic investments in young children, birth through age 8. The forum held nine workshops across five continents over 3 years. The goal was to learn from experiences in multiple regions and engage in culturally embedded dialogue. This publication summarizes the key themes from the presentations and discussions of the workshops.

Rethinking Family-school Relations

This book addresses the complications and implications of parental involvement as a policy, through an exploratory theoretical approach, including historical and sociological accounts and personal reflection. This approach represents the author's effort to understand the origins, meanings, and effects of parental involvement as a prerequisite of schooling and particularly as a policy 'solution' for low achievement and even inequity in the American educational system. Most of the policy and research discourse on school-family relations exalts the partnership ideal, taking for granted its desirability and viability, the perspective of parents on specific involvement in instruction, and the conditions of diverse families in fulfilling their appointed role in the partnership. De Carvalho takes a distinct stance. She argues that the partnership-parental ideal neglects several major factors: It proclaims parental involvement as a means to enhance (and perhaps equalize) school outcomes, but disregards how family material and cultural conditions, and feelings about schooling, differ according to social class; thus, the partnership-parental involvement ideal is more likely to be a projection of the model of upper-middle class, suburban community schooling than an open invitation for diverse families to recreate schooling. Although it appeals to the image of the traditional community school, the pressure for more family educational accountability really overlooks history as well as present social conditions. Finally, family-school relations are relations of power, but most families are powerless. De Carvalho makes the case that two linked effects of this policy are the gravest: the imposition of a particular parenting style and intrusion into family life, and the escalation of educational inequality. *Rethinking Family-School Relations: A Critique of Parental Involvement in Schooling*--a carefully researched and persuasively argued work--is essential reading for all school professionals, parents, and individuals concerned with public schooling and educational equality.

Individualism and Collectivism

Individualism and collectivism has become one of the major issues in comparisons between societies in cross-cultural psychology. Scholars seek to explain why some societies focus on the collective nature of social obligation while traditional Western psychology focuses on the primacy of the individual. In this volume, contributors address the individualism//collectivism issue from a variety of perspectives, examining its theoretical underpinnings and current trends, the latest research on this topic, and the social and practice implications of our understanding of this dimension of human activity. A Foreword by Geert Hofstede, who conducted the original research on this topic, provides a context for the other contributions.

Individualism and Collectivism

The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security. Founded by Manhattan Project Scientists, the Bulletin's iconic "Doomsday Clock" stimulates solutions for a safer world.

Bulletin of the Atomic Scientists

The study of educational leadership makes little sense unless it is in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact. Series Editors - Clive Dimmock, Mark Brundrett and Les Bell As global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship, the experience of each individual learner is decisively shaped by the wider policy environment. However, there is often an underdeveloped understanding of how education policy is formed, what drives it and how it impacts on schools and colleges. This book explicitly makes these connections and links them to the wider challenges of educational leadership in a modern context. Education Policy is divided into three sections, which examine: the development of policy at the levels of the nation state and individual institutions the forces that shape policies with emphasis on human capital theory, citizenship and social justice and accountability research-based case studies highlighting the application of policy in a range of situations. The book provides a valuable resource for students, practitioners, middle managers and educational leaders in all sectors, both in the UK and internationally, who are engaged on masters and doctoral degrees, or undertaking leadership training and preparation programmes.

Education Policy

Led by Amartya Sen, Mary Douglas, and Arjun Appadurai, the distinguished anthropologists and economists in this book forcefully argue that culture is central to development, and present a framework for incorporating culture into development discourse. For further information on the book and related essays, please visit www.cultureandpublicaction.org.

Culture and Public Action

The outcome of a three-year process of consultation by a distinguished panel chaired by Jacques Delors, this reports considers the requirements for an education for the twenty-first century capable of tapping and nurturing the rich potential for learning inherent in every individual. Education is viewed firstly in its social setting - in the light of the challenges of global interdependence, enhanced democratic participation and sustainable development. The report goes on to define the four pillars of learning to live together - and to review the task of formal and nonformal education in the context of the tasks of formal and nonformal education in the context of the learning society. A series of pointers and recommendations complete a document that is establishing itself as required reading for anyone with a professional or informed interest in educational matters. Published also in Arabic, Chinese, English, French and Spanish

Learning

The landmark study of cultural differences across 70 nations, Cultures and Organizations helps readers look at how they think—and how they fail to think—as members of groups. Based on decades of painstaking field research, this new edition features the latest scientific results published in Geert

Hofstede's scholarly work *Culture's Consequences*, Second Edition. Original in thought and profoundly important, *Cultures and Organizations* offers vital knowledge and insight on issues that will shape the future of cultures and nations in a globalized world.

Cultures and Organizations: Software for the Mind

The Demands of Liberal Education analyses and applies contemporary liberal political theory to certain key problems within the field of educational theory. Levinson examines problems centred around determining appropriate educational aims, content and institutional structure and argues that liberal governments should exercise a much greater control over education than they now do. Combining theoretical with empirical research, this book will interest and provoke scholars, policy makers, educators, parents, and all citizens interested in education politics.

The Demands of Liberal Education

Solidarity in Europe is a comprehensive study of the idea of solidarity from the early nineteenth century to the present. It covers social and political theory, Protestant and Catholic social ethics, and the development of the concept of solidarity in eight European nations - Germany, United Kingdom, France, Italy, Spain, Sweden, Norway and Denmark. Steinar Stjernø examines how solidarity has been defined, and how this definition has changed since the early nineteenth century. He analyses different aspects of solidarity: what is the foundation of solidarity? Is it personal or common interest, 'sameness', altruism, religion, empathy, or cognition? What is the goal of solidarity? How inclusive should it be? The book also compares the different concepts of solidarity in social democratic, Christian democratic, communist and fascist parties.

Solidarity in Europe

The first comprehensive and statistically significant analysis of the predictive powers of each cross-cultural model, based on nation-level variables from a range of large-scale database sources such as the World Values Survey, the Pew Research Center, the World Bank, the World Health Organization, the UN Statistics Division, UNDP, the UN Office on Drugs and Crime, TIMSS, OECD PISA. Tables with scores for all culture-level dimensions in all major cross-cultural analyses (involving 20 countries or more) that have been published so far in academic journals or books. The book will be an invaluable resource to masters and PhD students taking advanced courses in cross-cultural research and analysis in Management, Psychology, Sociology, Anthropology, and related programs. It will also be a must-have reference for academics studying cross-cultural dimensions and differences across the social and behavioral sciences.

Cross-Cultural Analysis

Understanding interpersonal relationships requires understanding actors, behaviors, and contexts. This 2002 volume presents research from a variety of disciplines that examine personal relationships on all three levels. The first section focuses on the factors that influence individuals to enter, maintain, and dissolve relationships. The second section emphasizes ongoing processes that characterize relationships and focuses on issues such as arguing and sacrificing. The third and final section demonstrates that the process of stability and change are embedded in social, cultural, and historical contexts. Chapters address cultural universals as well as cross-cultural differences in relationship behaviors and outcomes. The emergence of relational forms, such as the interaction between people and computers, is also explored. *Stability and Change in Relationships* will be of interest to a broad range of fields, including psychology, sociology, communications, gerontology, and counselling.

Stability and Change in Relationships

As our world becomes increasingly interconnected through economic integration, technology, communication, and political transformation, the sphere of the family is a fundamental arena where globalizing processes become realized. For most individuals, family in whatever configuration, still remains the primary arrangement that meets certain social, emotional, and economic needs. It is within families that decisions about work, care, movement, and identity are negotiated, contested, and resolved. Globalization has profound implications for how families assess the choices and challenges that accompany this process. Families are integrated into the global economy through formal and informal work, through production and consumption, and through their relationship with nation-states.

Moreover, ever growing communication and information technologies allow families and individuals to have access to others in an unprecedented manner. These relationships are accompanied by new conceptualizations of appropriate lifestyles, identities, and ideologies even among those who may never be able to access them. Despite a general acknowledgement of the complexities and social significance inherent in globalization, most analyses remain top-down, focused on the global economy, corporate strategies, and political streams. This limited perspective on globalization has had profound implications for understanding social life. The impact of globalization on gender ideologies, work-family relationships, conceptualizations of children, youth, and the elderly have been virtually absent in mainstream approaches, creating false impressions that dichotomize globalization as a separate process from the social order. Moreover, most approaches to globalization and social phenomena emphasize the Western experience. These inaccurate assumptions have profound implications for families, and for the globalization process itself. In order to create and implement programs and policies that can harness globalization for the good of mankind, and that could reverse some of the deleterious effects that have affected the world's most vulnerable populations, we need to make the interplay between globalization and families a primary focus.

Globalization and Families

In *Intercultural Communication*, the authors draw on their deep intercultural experience to show us how to build successful communication bridges across diverse cultures. The book explores various theoretical positions on global communication ethics and norms by providing an overview of the contemporary socio-cultural situation and seeking ways in which common ground may be found between these different positions. The authors raise points of critical reflection on intercultural events and issues in various areas of communication including health, work, environment and education. The book also covers a range of issues, from the interactions of various cultures to the expansion of social organizations and the growing global infrastructure.

Intercultural Communication

A major original work of social theory, this book presents a distinctive and tightly argued theoretical model for understanding the basis of welfare in society. The author develops a theory of welfare based on a series of basic propositions: that people live in society and have obligations to each other; that welfare is obtained and maintained through social action; and that the welfare state is a means of promoting and maintaining welfare in society. Each of these propositions is examined and developed to suggest a clear way of understanding the foundations of social welfare. The book makes a lively and informative contribution to debates in social policy, as well as moral philosophy, political theory and

Reference Framework of Competences for Democratic Culture

This is the first book to provide a comprehensive and systematic assessment of the impact of the crisis and austerity policies on all elements of the European Social Model. This book assesses the situation in each individual EU member state on the basis

The Welfare State

The Third Way is said to be the guiding philosophy for New Labour and center-left parties and governments across the globe. Moving beyond attempts to define and defend the Third Way, this innovative collection embarks on a critical examination of this key concept. The editors draw on expert contributions from a range of disciplines and perspectives to dissect the Third Way in theory and in practice, assess its legacy and suggest alternatives. The book begins by reviewing attempts to define the Third Way. It then examines what the Third Way implies for our understanding of the economy and the state, before critically addressing the philosophical and practical implications of its attempt to use the term "community." The final section deconstructs Third Way rhetoric and discourse. The conclusion reviews how these critical insights might form a basis for alternative political projects.

Intercultural Competence

This book analyses the concept and conditions of transnational solidarity, the challenges and the opportunities, from an interdisciplinary global perspective.

The European Social Model in Crisis

Although leadership theories have evolved to reflect changing social contexts, many remain silent on issues of equity, diversity, and social justice. *Diversity and Leadership*, by Jean Lau Chin and Joseph E. Trimble, offers a new paradigm for examining leadership by bringing together two domains—research on leadership and research on diversity—to challenge existing notions of leadership and move toward a diverse and global view of society and its institutions. This compelling book delivers an approach to leadership that is inclusive, promotes access for diverse leaders, and addresses barriers that narrowly confine our perceptions and expectations of leaders. Redefining leadership as global and diverse, the authors impart new understanding of who our leaders are, the process of communication, exchange between leaders and their members, criteria for selecting, training, and evaluating leaders in the 21st century, and the organizational and societal contexts in which leadership is exercised.

The Third Way and Beyond

The late twentieth and early twenty-first centuries are commonly characterised as an age of 'neoliberalism' in which individualism, competition, free markets and privatisation came to dominate Britain's politics, economy and society. This historical framing has proven highly controversial, within both academia and contemporary political and public debate. Standard accounts of neoliberalism generally focus on the influence of political ideas in reshaping British politics; according to this narrative, neoliberalism was a right-wing ideology, peddled by political economists, think-tanks and politicians from the 1930s onwards, which finally triumphed in the 1970s and 1980s. *The Neoliberal Age?* suggests this narrative is too simplistic. Where the standard story sees neoliberalism as right-wing, this book points to some left-wing origins, too; where the standard story emphasises the agency of think-tanks and politicians, this book shows that other actors from the business world were also highly significant. Where the standard story can suggest that neoliberalism transformed subjectivities and social lives, this book illuminates other forces which helped make Britain more individualistic in the late twentieth century. The analysis thus takes neoliberalism seriously but also shows that it cannot be the only explanatory framework for understanding contemporary Britain. The book showcases cutting-edge research, making it useful to researchers and students, as well as to those interested in understanding the forces that have shaped our recent past.

Transnational Solidarity

In an interconnected and globalized world, the voices of the local communities struggle to make themselves heard on the international stage. But many issues that arise within international relations have consequences for ordinary lives and are therefore closely connected. Climate change, warfare and migration are all examples of this. They are often discussed in abstract terms with relation to international diplomacy, but threaten the actual livelihoods of small communities and ordinary people. This was the setting of the conference 'Global Crisis, Local Voices', held in May 2018. This journal is a compilation of the papers presented at that conference, which was the second 'DEN International Student Conference'. The conference and this publication is one of the many projects that the Democratic Education Network (DEN) is responsible for since its launch in 2016. This book is a collection of diverse works, all written by student authors from a range of different universities. From Democracy and Ideology, to Climate Change and China, it covers numerous concepts, ideas and geographical regions, that are often found in the studies of Politics and International Relations. This book is the result of passion and hard work from all students involved in its production and it is a project that we in DEN are incredibly proud of and hope to continue in the future. "I encourage you to read these publications to catalyse views in you that stimulate great debate that helps you become part of the compassionate, progressive and responsible movement of young people that will help overcome injustices in the world and make the world a better place." Dr Peter Bonfield OBE FREng Vice-Chancellor and President University of Westminster

Diversity and Leadership

"DLP, Developmental Leadership Program; Australian Aid; Oxfam."

The Neoliberal Age?

Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution, and is most often cited as the key factor in a school's development. Reflecting the importance it is given in the today's education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each

chapter provides insight into an aspect of current research, with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.

Global Crisis, Local Voices

Using a competency and knowledge approach, this book provides a clear framework which enables school leaders to develop and reflect upon their own skills.

How Change Happens

All countries aim to improve housing conditions for their citizens but many have been forced by the financial crisis to reduce government expenditure. Social housing is at the crux of this tension. Policy-makers, practitioners and academics want to know how other systems work and are looking for something written in clear English, where there is a depth of understanding of the literature in other languages and direct contributions from country experts across the continent. Social Housing in Europe combines a comparative overview of European social housing written by scholars with in-depth chapters written by international housing experts. The countries covered include Austria, Denmark, England, France, Germany, Hungary, Ireland, The Netherlands and Sweden, with a further chapter devoted to CEE countries other than Hungary. The book provides an up-to-date international comparison of social housing policy and practice. It offers an analysis of how the social housing system currently works in each country, supported by relevant statistics. It identifies European trends in the sector, and opportunities for innovation and improvement. These country-specific chapters are accompanied by topical thematic chapters dealing with subjects such as the role of social housing in urban regeneration, the privatisation of social housing, financing models, and the impact of European Union state aid regulations on the definitions and financing of social housing.

School Leadership - International Perspectives

Aside from its significance as a novel perspective on the European Social Model (now understood as an amalgam of interconnected social policy traditions of Western and East-Central Europe, with common underlying ideals and goals), this study presents a complex but highly illuminating picture of the evolving systems of welfare protection at the beginning of the new, more globally aware century. Unable to change the national institutional trajectories and welfare ideologies, the supranational agents (EU) can nonetheless force nations to make constant accommodations in labor and social policies - not so much overriding the distinct features of each country, but rather constantly reminding all Europeans of the ambitious goals and traditions that they share. Making us aware of these complex processes with the help of rich and up-to-date empirical evidence is perhaps the greatest contribution of this book. I recommend it highly to both scholars and experts on comparative social policy around the world. ~ Prof. Tomasz Inglot, Minnesota State U.

School Leadership in the 21st Century

Social historians describe welfare delivery systems prior to 1948.

Social Housing in Europe

A particularly timely book, given the high proportion of international students and staff in higher education. Public health was the immediate concern when the Covid-19 pandemic struck in Asia, then in Europe and other parts of the world. The response of our education systems is no less vital. Higher education has played a major role in responding to the pandemic and it must help shape a better, more equitable and just post-Covid-19 world. This book explores the various responses of higher education to the pandemic across Europe and North America, with contributions also from Africa, Asia and South America. The contributors write from the perspective of higher education leaders with institutional responsibility, as well as from that of public authorities or specialists in specific aspects of higher education policy and practice. Some contributions analyse how specific higher education institutions reacted, while others reflect on the impact of Covid-19 on key issues such as internationalisation,

finance, academic freedom and institutional autonomy, inclusion and equality and public responsibility. The book describes the various ways in which higher education is facing the Covid-19 pandemic. It is designed to help universities, specifically their staff and students as well as their partners, contribute to a more sustainable and democratic future.

Diversity and Commonality in European Social Policies

The Nordic countries are often seen as pioneers in the area of gender equality. It is true that the position of women in Nordic societies is generally stronger than in the rest of the world. There is an explicit drive in most – or perhaps all – areas of society to promote and strengthen equality between women and men. In recent years, some significant changes have occurred on the family front, where men now assume a greater share of childcare, household work and other tasks that used to be primarily women's domain. Occasionally, we hear questions in the context of public debate as to whether the investments we have made to ensure equal opportunities, rights and obligations for women and men have in fact occurred at the expense of children. This concerns particularly the expansion of childcare and the system of shared parental leave. This book addresses some of these questions through an overview of political and policy developments in Nordic parental leave and childcare. In addition, the book describes research on the situation of Nordic children and their wellbeing as viewed through international comparisons.

Before Beveridge

A Vision of Justice: Engaging Catholic Social Teaching on the College Campus draws together the insights of social scientists, historians, and theologians in order to introduce readers to central topics in Catholic Social Teaching and to provide concrete examples of how it is being put into action by colleges and college students. The authors bring their disciplinary backgrounds and knowledge of Catholic Social Teaching to the exploration of the issues, making the book suitable for use in a wide range of courses and settings. Discussion questions at the end of each chapter help readers to think about issues raised in the essays and to think creatively about Catholic Social Teaching in an ever-changing world. The authors invite readers to join them in engaging contemporary thought and experience in the light of Catholic Social Teaching and the college campus.

Higher education's response to the Covid-19 pandemic

It is now widely recognized that countries around the world are becoming increasingly interconnected, and that both public and private organizations are of necessity becoming increasingly global. As political, legal, and economic barriers recede in this environment, cultural barriers emerge as a principal challenge to organizational survival and success. It is not yet clear whether these global realities will cause cultures to converge, harmonize, and seek common ground or to retrench, resist, and accentuate their differences. In either case, it is of paramount importance for both managers and organizational scholars to understand the cultural crosscurrents underlying these changes. With contributions from an international team of scholars, this book reviews, analyzes, and integrates available theory and research to give the best information possible concerning the role of culture and cultural differences in organizational dynamics.

Parental Leave, Childcare and Gender Equality in the Nordic Countries

This book helps readers to improve the development of ICT capability through understanding the factors at work in whole school contexts. Based on research that examined schools' approaches to the development of pupils' ICT capability and identified the factors which lead to success, it provides practical advice, but with clear justifications in terms of well-researched principles and illustrations. It covers issues specific to both primary and secondary phases of education together with a range of common concerns and will be of use to practitioners and school staff involved in planning and delivering ICT training. This title will therefore provide readers with: Greater understanding or personal ICT capability Knowledge of effective management, teaching methods and co-ordination strategies for ICT Understanding of the importance of a whole school approach

A Vision of Justice

Our ability to relate to and interact with those whose cultural backgrounds differ from our own will be among the determining factors For The future of our societies. For most people, regardless of whether

they aim for international careers or life in their local communities, intercultural dialogue will become a fact of life rather than an option. Education will need to play a key role in developing the ability to conduct intercultural dialogue, which is an integral part of developing democratic culture. This book, edited jointly by the Council of Europe And The International Association of Universities (IAU), explores the role of higher education in developing intercultural dialogue in society at large. it complements Intercultural dialogue on Campus (Higher Education series No. 11) And The issue of the IAU journal Higher Education Policy on the same topic, and includes contributions by prominent authors from Europe, The Middle East, Africa, Asia and North America. The book sets out the political context for intercultural dialogue and explores how universities can move from dialogue on campus to dialogue in society, and hence to become actors of intercultural dialogue. it also offers examples of good practice from various parts of the world.

Cambridge Handbook of Culture, Organizations, and Work

By examining how Hindu men talk about marriage and family, this book shows how culture reinforces male dominance in Hindu society.

Developing the ICT Capable School

This book has two primary goals: a critique of educational reforms that result from the rise of neoliberalism and to provide alternatives to neoliberal conceptions of education problems and solutions. A key issue addressed by contributors is how forms of critical consciousness can be engendered thought society via schools, that is, paying attention to the practical aspects of pedagogy for social transformation and organizing to achieve a most just society.

Speaking Across Borders

Culture in Action