

Comparative Education Terrorism And Human Security From Critical Pedagogy To Peacebuilding

[#Comparative Education](#) [#Human Security](#) [#Critical Pedagogy](#) [#Terrorism Studies](#) [#Peacebuilding Strategies](#)

This insightful analysis explores the complex relationship between Comparative Education, Terrorism, and Human Security, investigating how pedagogical approaches, from Critical Pedagogy to practical Peacebuilding, can contribute to fostering global stability and protecting human dignity in a volatile world.

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Comparative Education, Terrorism and Human Security

Policy decisions in education have changed drastically as a result of the recent threats to our international and national security. In this timely and compelling collection, authors discuss the significance of policy decisions on education systems, and argue that all forms of violence, including terrorism, are often reproduced through education. Authors incorporate case studies from a broad spectrum of countries to make a case for peace-building alternatives and non-military security cooperation. Comparative Education, Terrorism and Human Security will highlight education systems around the globe that sustain violence, will bring together human security and preventive diplomacy research to predict future trends, will explore foreign policy implications that could lead to non-violent interventions abroad, and will provide teachers and policymakers with relevant reflections on reform. This book arrives at a time when many of us are wondering what education systems can do to eliminate/perpetuate violence and will be the only one of its kind to address these questions on a global scale.

Climate Change, Human Security and Violent Conflict

Severe droughts, damaging floods and mass migration: Climate change is becoming a focal point for security and conflict research and a challenge for the world's governance structures. But how severe are the security risks and conflict potentials of climate change? Could global warming trigger a sequence of events leading to economic decline, social unrest and political instability? What are the causal relationships between resource scarcity and violent conflict? This book brings together international experts to explore these questions using in-depth case studies from around the world. Furthermore, the authors discuss strategies, institutions and cooperative approaches to stabilize the climate-society interaction.

Military Pedagogies

This book is aimed at those interested in policy and practice although it also provides more theoretical analyses that will interest academics and the general public.

Kosovo Between War and Peace

A major contribution to the debate about the reconstruction of Kosovo, and to the general discussion surrounding the revived 'trusteeship institution' model in the context of the UN internationalism of the 1990s and the War on Terror following 9/11. Bringing together leading international scholars, this book presents the latest empirical research alongside detailed theoretical analysis. Examining the key

questions local parties and the international community have encountered in Kosovo, including how to develop effective and inclusive local government, how to counter crime and the dysfunctional aspects of liberal economic reform, how to unite the partly opposed goals of reconstructing the province while avoiding renewed ethnic and international strife, and how to handle the specific challenge of Kosovo's future status. The contributors also re-examine the background factors that continue to influence and hamper the attempt to administrate and reconstruct the province, first of all the nationalist ideologies and the record of ethnic violence. This book will be of great interest to all students of Balkan politics, peacekeeping, international relations and security studies in general.

COMPARATIVE EDUCATION

PART I The superpower and asymmetry PART II Jus ad bellum, jus in bello, jus post bellum PART III Leadership and accountability PART IV Soldiers perspectives PART V Ethical Education and Decision-making for the Military PART VI Stress and trauma PART VII The media PART VIII Democracy under Scrutiny PART IX In Hindsight

The Moral Dimension of Asymmetrical Warfare

The year 2007 could perhaps accurately be described as the year when climate change finally received the attention that this challenge deserves globally. Much of the information and knowledge that was created in this field during the year was the result of the findings of the Fourth - sessment Report (AR4) of the Intergovernmental Panel on Climate Change (IPCC), which were disseminated on a large scale and reported extensively by the media. This was the result not only of a heightened interest on the part of the public on various aspects of climate change, but also because the IPCC itself proactively attempted to spread the findings of its AR4 to the public at large. The interest generated on the scientific realities of climate change was further enhanced by the award of the Nobel Peace Prize to the IPCC and former Vice President of the US, Al Gore. By taking this decision in favour of a leader who has done a great deal to create awareness on c- mate change, and a body that assesses all scientific aspects of climate change and disseminates the result of its findings, the Norwegian Nobel Committee has clearly drawn the link between climate change and peace in the world.

Facing Global Environmental Change

Sesame Street has taught generations of Americans their letters and numbers, and also how to better understand and get along with people of different races, faiths, ethnicities, and temperaments. But the show has a global reach as well, with more than thirty co-productions of Sesame Street that are viewed in over 150 countries. In recent years, the United States Agency for International Development (USAID) has provided funding to the New York-based Sesame Workshop to create international versions of Sesame Street. Many of these programs teach children to respect diversity and tolerate others, which some hope will ultimately help to build peace in conflict-affected societies. In fact, the U.S. government has funded local versions of the show in several countries enmeshed in conflict, including Afghanistan, Kosovo, Pakistan, Jordan, and Nigeria. Can Big Bird Fight Terrorism? takes an in-depth look at the Nigerian version, Sesame Square, which began airing in 2011. In addition to teaching preschool-level academic skills, Sesame Square seeks to promote peaceful coexistence-a daunting task in Nigeria, where escalating ethno-religious tensions and terrorism threaten to fracture the nation. After a year of interviewing Sesame creators, observing their production processes, conducting episode analysis, and talking to local educators who use the program in classrooms, Naomi Moland found that this child-focused use of soft power raised complex questions about how multicultural ideals translate into different settings. In Nigeria, where segregation, state fragility, and escalating conflict raise the stakes of peacebuilding efforts, multicultural education may be ineffective at best, and possibly even divisive. This book offers rare insights into the complexities, challenges, and dilemmas inherent in soft power attempts to teach the ideals of diversity and tolerance in countries suffering from internal conflicts.

Can Big Bird Fight Terrorism?

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.

International Education Aid in Developing Asia

What makes a terrorist? Is an individual inherently predisposed to be attracted to political violence or does exposure to a certain environment desensitize them in such a way that violence represents a viable mode for addressing political grievances? Identifying state failure as the impetus for political violence this book addresses these questions and focuses on why existing extremist groups find failed states so attractive. Utilizing global barometer data, Tiffany Howard examines the underpinnings of individual support for political violence and argues that an insidious pattern of deprivation within failed states drives ordinary citizens to engage in and support extreme acts of political violence. A rigorous examination of four regions plagued by a combination of failed states and political violence-Sub Saharan Africa, The Middle East and North Africa, Southeast and South Asia, and Latin America-this text draws parallels to arrive at a single conclusion: that failed states are a natural breeding ground for terrorism and political violence.

Failed States and the Origins of Violence

Currently, peace education remains marginalized in our education system, however, a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship, practice and activism. Indeed, educators around the world are developing effective strategies to transform education as a powerful force for global peace. The diverse array of contributors in the book demonstrate that educators as peace makers can be and have been instrumental in transforming social forces, the self and others for the construction of global peace. The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace. Local and global efforts to build a long-lasting peace are presented through the lens of education. The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals, communities, and organizations struggle to find pathways to peace in a global world. In other words, this book will interest scholars and the general public concerned about the building of global peace. The book can be source book for educators at elementary, secondary, and postsecondary institutions to explore multiple ways to conduct effective peace education at all levels of education. The book may also be used as a textbook by instructors of multicultural education, of comparative & international education, and of undergraduate and graduate peace education courses.

Transforming Education for Peace

Despite the increased trend towards secularisation in state schooling, issues of religion and spirituality have remained important. Increased pluralism within societies through expanding migration patterns is changing the religious and cultural contours of many countries in Europe and North America, and is creating a need for a deeper understanding of religious diversity. However, the lack of religious or spiritual education within the educational curriculum leaves a moral vacuum that can become a space to be exploited by religious extremism. More recently, religiously motivated incidences of terrorism in several parts of the world have heightened prejudicial attitudes and distrust of certain religions, in particular. These are profound concerns and there is an urgency to examine how religion, religious education and interfaith initiatives can address such misconceptions. This book is thus timely, focusing on an area that is often neglected, particularly on the role of religion in education for sustainable development. While religious organisations and faith communities have had a long history of involvement in both schooling and social service delivery in many countries, their role in reaching development goals has not always been explicitly recognised, as is evident even in the United Nations' most recently conceptualised 2030 Agenda for Sustainable Development. Undeniably, the integration of religious dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries. This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions in advancing the post-2015 development agenda. The contributors to this volume each demonstrate that, while religion in education can contribute to understanding and respect, it is also a space that can be contested and co-opted. Without addressing the salience of religion, however, it will not be possible to foster peace and combat discrimination and prejudice. This book will be of interest to researchers, scholars and students in the field of comparative education and development, religious

studies, theology and teacher development and training. This book may also be of interest to national and international policy makers. There are also numerous faith-based organisations, as well as other non-governmental organisations (NGOs) working on religion and education issues that may find these case studies a useful resource.

Religion and Education

Education in West Central Asia is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Iran, Pakistan, Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Education in West Central Asia

Much of the literature on the African philosophy of education juxtaposes two philosophical strands as mutually exclusive entities; traditional ethnophilosophy on the one hand, and 'scientific' African philosophy on the other. While traditional ethnophilosophy is associated with the cultural artefacts, narratives, folklore and music of Africa's people, 'scientific' African philosophy is primarily concerned with the explanations, interpretations and justifications of African thought and practice along the lines of critical and transformative reasoning. These two alternative strands of African philosophy invariably impact understandings of education in different ways: education constituted by cultural action is perceived to be mutually independent from education constituted by reasoned action. Yusef Waghid argues for an African philosophy of education guided by communitarian, reasonable and culture dependent action in order to bridge the conceptual and practical divide between African ethnophilosophy and 'scientific' African philosophy. Unlike those who argue that African philosophy of education cannot exist because it does not invoke reason, or that reasoned African philosophy of education is just not possible, Waghid suggests an African philosophy of education constituted by reasoned, culture-dependent action. This book provides an African philosophy aimed at developing a conception of education that can contribute towards imagination, deliberation, and responsibility - actions that can help to enhance justice in educative relations, both in Africa and throughout the world. This book will be essential reading for researchers and academics in the field of the philosophy of education, especially those wanting to learn from the African tradition.

African Philosophy of Education Reconsidered

Terrorism has emerged as one of the most problematic issues facing national governments and the international community in the 21st century. But how is it possible to counter terrorism in a world in which governance is still dominated by the nation-state? Are we seeing new forms of terrorist activity in the wake of 9/11? Are pre-9/11 approaches still valid? How can we combat and control diverse threats of multiple origin? Who should be responsible for countering terrorism and in what circumstances? In this incisive new book, Ronald Crelinsten seeks to provide answers to these pressing questions, challenging readers to think beyond disciplinary and jurisdictional boundaries. He presents an up-to-date and comprehensive introduction to the difficulties and obstacles related to countering terrorism in democratic societies. The counterterrorism framework that he develops in this book reflects the complex world in which we live. The different approaches to counterterrorism provide the organizing theme of the book and help the reader to understand and to appreciate the full range of options available. The book includes a host of contemporary examples and further readings; compares and contrasts pre- and post-9/11 approaches; critically evaluates the post-9/11 'war on terror'; moves beyond a purely state-centric focus to include non-state actors and institutions; combines hard and soft power approaches; considers prevention, preparedness, response and recovery. Counterterrorism will be an indispensable guide for students, researchers, practitioners and general readers wanting to broaden their knowledge of the possibilities and limitations of counterterrorism today.

Counterterrorism

This book offers a critical review of higher education and post-conflict recovery. It provides the first systematic study with a global scope that investigates the role of higher education systems

in conflict-affected contexts. The first part of the book analyses the long-standing neglect of higher education in post-conflict recovery, the impact that conflict can have on the sector, and efforts to rebuild and reform higher education systems affected by violent conflict. The second part of the book considers the positive and negative contributions that higher education can make to a range of areas of recovery including humanitarian action, forced displacement, post-conflict reconstruction, statebuilding, and peacebuilding. With its reasoned defence of the importance of higher education for post-conflict recovery, the book will appeal to researchers, university students, and humanitarian and development policy-makers and practitioners.

Higher Education and Post-Conflict Recovery

This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

A scholarly inquiry into disciplinary practices in educational institutions

This book places in historical context the continuing push-pull dynamics between national politics and the entrenched tradition of local control over law enforcement in the U.S. Drawing on the present sense of urgency around the War on Terror and earlier national political initiatives that have sought to influence law enforcement at the local level, this multidisciplinary collection addresses key questions about how national and geopolitical developments come to shape local policing, and inform who decides how, and to what end, local police forces will maintain public order, interact with local communities, and address issues of accountability, oversight, and reform.

Uniform Behavior

The Saudi "ulama" are known for their strong opposition to Shi'a theology, Shi'a communities in Saudi Arabia, and external Shi'a influences such as Iran and Hezbollah. Their potent hostility, combined with the influence of the 'ulama' within the Saudi state and the Muslim world, has led some commentators to blame the Saudi 'ulama' for what they see as growing sectarian conflict in the Middle East. However, there is very little understanding of what reasoning lies behind the positions of the 'ulama' and there is a significant gap in the literature dealing with the polemics directed at the Shi'a by the Saudi religious establishment. In *Saudi Clerics and Shi'a Islam*, Raihan Ismail looks at the discourse of the Saudi "ulama" regarding Shiism and Shi'a communities, analysing their sermons, lectures, publications and religious rulings. The book finds that the attitudes of the "ulama" are not only governed by their theological convictions regarding Shiism, but are motivated by political events involving the Shi'a within the Saudi state and abroad. It also discovers that political events affect the intensity and frequency of the rhetoric of the ulama at any given time.

Saudi Clerics and Shi'a Islam

"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. "

The Contested Role of Education in Conflict and Fragility

The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

American Journal of Islamic Social Sciences 30:2

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*.

Education as Humanisation

Contested Terrain provides a cutting-edge, comprehensive and innovative approach to critically analysing the multidimensional and contested nature of security narratives, justified by different ideological, political, cultural and economic rationales. This is important in a complex and ever-changing situation involving a dynamic interplay between local, regional and global factors. Security narratives are constructed in multiple ways and are used to frame our responses to the challenges and threats to our sense of safety, wellbeing, identity and survival but how the narratives are constructed is a matter of intellectual and political contestation. Using three case studies from the Pacific (Fiji, Tonga and Solomon Islands), *Contested Terrain* shows the different security challenges facing each country, which result from their unique historical, political and socio-cultural circumstances. Contrary to the view that the Pacific is a generic entity with common security issues, this book argues for more localised and nuanced approaches to security framing and analysis.

Contested Terrain

This collection of scholarly essays explores the role of history in terrorism studies and today's counterterrorism initiatives. In *Doomed to Repeat?*, scholars, policy makers, and other practitioners explore how a better understanding of the past can help us combat terrorism in the future. The first section establishes a broader context for discussion by examining the connections between history and Terrorism Studies. The second section presents the insights of non-historians who know the importance of historical perspective in understanding current events. Section Three provides case studies that explore the history of terrorism and politically motivated violence. Section Four concludes by placing concerns about terrorism in regional and foreign policy context. "This collection helps us advance our understanding of terrorism beyond simplistic and dichotomist assertions about "them" and "us." Taken together, these essays highlight the importance of analyzing, rather than assuming." —Chris

Dixon, Professor, School of History, Philosophy, Religion, and Classics, The University of Queensland, Australia

Doomed to Repeat?

The second edition of *Historical Dictionary of the Kurds* greatly expands on the first edition through an updated chronology, an introductory essay, an expanded bibliography, maps, photos, and over 400 cross-referenced dictionary entries on significant persons, places, events, institutions, and aspects of culture, society, economy, and politics.

Historical Dictionary of the Kurds

Oil Thefts and Pipeline Vandalization in Nigeria focuses on leakages in oil revenue through thefts and vandalism which has now become a national shame and embarrassment. The book presents a scholarly evaluation of the evolution, etiology, causes, nature, extent, characteristics, legal aspects, trends rationale and modus operandi of the phenomena in the country. This study is a substantial academic contribution to our knowledge on the subject matter for further research by social scientists and scholars, legal practitioners, law enforcement professionals, criminal justices, corporate officials and other interest groups and stakeholders.

Oil Thefts and Pipeline Vandalization in Nigeria

Hong Kong is a global city-state under the sovereignty of the People's Republic of China, and is home to around 250,000 Muslims practicing Islam. However existing studies of the Muslim-majority communities in Asia and the Northwest China largely ignore the Muslim community in Hong Kong. *Islam and China's Hong Kong* skillfully fills this gap, and investigates how ethnic and Chinese-speaking Muslims negotiate their identities and the increasing public attention to Islam in Hong Kong. Examining a range of issues and challenges facing Muslims in Hong Kong, this book focuses on the three different diasporic Muslim communities and reveals the city-state's triple Islamic heritage and distinctive Islamic culture. It begins with the transition from the colonial to the post-colonial era, and explores how this has impacted on the experiences of the Muslim diaspora, and the ways this shift has compelled the community to adapt to Chinese nationalism whilst forging greater links with the Gulf. Then with reference to the rise of new media and technology, the book examines the heightened presence of Islam in the Chinese public sphere, alongside the emergence of Chinese Islamic websites which have sought to balance transnational Muslim solidarity and sensitivity towards Chinese government's concern of external extremism. Finally, it concludes by investigating Hong Kong's growing awareness of the Muslim minorities' demands for Islamic religious education, and how this links with the city-state's aspiration to become the new gateway for Islamic finance. Indeed, Wai Yip Ho posits that Hong Kong is now shifting from its role as the broker that bridged East and West during the Cold War, to that of a new mediator between China and the Middle East. Drawing on extensive ethnographic research, this book thoughtfully charts a new area of inquiry, and as such will be welcomed by students and scholars of Chinese studies, Islamic studies, Asian studies and ethnicity studies.

Islam and China's Hong Kong

Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy, edited by Thomas Matyók, Jessica Senehi, and Sean Byrne, discusses critical issues in the emerging field of Peace and Conflict Studies, and suggests a framework for the future development of the field and the education of its practitioners and academics. Contributors to the book are recognized scholars and practitioners in their respective fields. The authors take an holistic approach to the study, analysis, and resolution of conflict at the micro, meso, macro, and mega levels.

Critical Issues in Peace and Conflict Studies

This volume is a collection of articles that critically examine the efficacy, ethics, and impact of the War on Terror as it has evolved since 9/11. During the decade and a half of the Global War on Terror (GWOT), numerous books have considered the political, psychosocial, and economic impacts of terrorism. However, there has been little systematic effort to examine the effectiveness of the GWOT in achieving its goals. Furthermore, there is virtually nothing that presents a comparative analysis of the GWOT by the people most directly affected by it—citizens and scholars from conflict zones in the Middle East. There is, therefore, great need for a book that analyzes the strategies, tactics, and

outcomes of the GWOT and that also presents facts and ideas that are missing or underrepresented in the dominant public narratives. The contributions in this volume were chosen to specifically address this need. In doing so, it uniquely provides not only Western perspectives of the GWOT, but also importantly includes perspectives from the Middle East and those most directly affected by it, including contributions from scholars and policy makers. Overall, the contributions demonstrate how views differ based on geographical location, and how views have changed during the course of the still-evolving War on Terror. The book will be of much interest to students and scholars of terrorism and counter-terrorism, foreign policy, Middle Eastern politics, security studies and IR, as well as policy makers.

Assessing the War on Terror

This Open Access book provides eight problem solving lectures for sustainable development for people, peace, and partnerships. Those are three of the five keywords for the Sustainable Development Goals (SDGs): people, the planet, prosperity, peace, and partnerships or “the 5Ps”. Each of these lectures is classified into one of the keywords for SDGs and based on the history of social thought, human development, law, education, sociology, and peace studies. Further, each lecture delineates the essence of each discipline when it is practically applied to development studies. This book, *Sustainable Development Disciplines for Humanity*, along with its sister volume related to the planet and prosperity, *Society*, will be useful in studying development. Interdisciplinary research is necessary to achieve the SDGs advocated by the United Nations. Hence, it is essential to learn the basics of individual disciplines, as they each offer ample knowledge fostering problem solving through the accumulation of existing research. This and its sister volume are the first comprehensive textbooks summarizing the essence of each necessary discipline to approach development studies from an interdisciplinary perspective. In developing countries, this book will provide access to development research for readers aiming to further develop their own nations. Moreover, in developed countries, the book will provide access to problem-solving research for readers seeking holistic solutions to complex social problems.

Sustainable Development Disciplines for Humanity

This volume provides new perspectives into the challenges of citizenship education in the age of globalization and in the context of multicultural and conflict-ridden societies. It calls on us to rethink the accepted liberal and national discourses that have long dominated the conceptualization and practice of citizenship and citizenship education in light of social conflict, globalization, terrorism, and the spread of an extreme form of capitalism. The contributors of the volume identify the main challenges to the role of citizenship education in the context of globalization, conflicts and the changes to the institution of citizenship they entail and critically examine the ways in which schools and education systems currently address – and may be able to improve – the role of citizenship education in conflict-ridden and multicultural contexts.

Citizenship, Education and Social Conflict

An international journal focusing on third world development problems.

Regional Development Dialogue

This book explores the disturbing dimensions of the problem of insecurity in Nigeria, such as herdsmen violence, the Boko Haram insurgency, cybercrime, militancy in the Niger Delta, communal conflict and violence, as well as police corruption. It offers a comprehensive discussion of the theoretical foundations of internal security, the threats to internal security, the role of formal and informal agencies in internal security management and the challenges of internal security management.

Internal Security Management in Nigeria

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 century.

Anthropologica

This book illustrates the multiple roles of textbooks as victim, transformer, and accomplice to conflict by introducing the Intersecting Roles of Education in Conflict (IREC) framework for use in the research, development, production, distribution, and dissemination of textbooks and learning materials. The framework illustrates these three potentially overlapping roles by mapping the complex educational contexts of conflict-affected societies and considering how textbooks, learning materials, and education systems more broadly may simultaneously operate within these various roles. Country case studies from Asia, Europe, Africa, and the Middle East are used to analyze primary and secondary school textbook development, content, and application from a variety of approaches that articulate conflict as protracted and/or socio-political violence. The breadth of case studies shows how conflict discourse circulates in educational systems and materials in a wide range of contexts, indicating that the complexity of the relationship between textbooks and conflict is not unique to one culture, geographic region, or type of conflict.

Journal of Peacebuilding & Development

This book explores how, and if, formal education affects peacebuilding in post-conflict societies. As schooling is often negatively implicated in violent conflict, the author highlights the widely expressed need to 'build back better' and 'transform' schooling by changing both its structures and processes, and its curriculum. Drawing upon research from a wide range of post-conflict developing societies including Cambodia, Colombia and Kenya, the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies. In doing so, the author reveals how the 'myth' of building back better is perpetuated by academics and international organisations, and explains why formal education in post-conflict developing societies is so impervious to radical change. This important volume will appeal to students and scholars of education in post-conflict societies.

The United Nations and Higher Education

Extremism is a huge concern across the world right now, fuelled by its links to terrorism and religious fundamentalism. This book explores the relationship of education to extremism and examines how education could counter its more dangerous forms. Formal education does little to prevent people joining extremist groups. Neither does it equip young people to analyze fundamentalism. We have seen attacks by suicide bombers who had their schooling in state systems, including in England. It is clear that more is needed than merely literacy. Global communications technologies mean that the way young people organize for either peace or terrorism lies mostly outside the school. But this does not mean that schools are without power. Lynn Davies proposes a very different educational strategy to the conventional tolerant multiculturalism that pertains in the west. The task--a challenging one--is to politicize young people without cementing uncritical acceptance of single truths. The chapters cover: the nature of extremism and myth-making; identity and belonging; religious belief and faith schools; justice and revenge; free speech; humor and satire; and critical thinking and critical (dis)respect. In proposing an education which allows for alternatives and ambiguity, the book argues for the centrality of political education, media education and active citizenship education, as well as critical and comparative religious education, all firmly based on a universal value position around human rights. A strong civil society is one that is not afraid to critique but which has people with the skills and dispositions to engage in this without violence.

Teaching Peace and Conflict

This book uses a series of case studies to examine the roles played by universities during situations of conflict, peacebuilding and resistance. While a body of work dealing with the role of education in conflict does exist, this is almost entirely concerned with compulsory education and schooling. This book, in contrast, highlights and promotes the importance of higher education, and universities in particular,

to situations of conflict, peacebuilding and resistance. Using case studies from Europe, Africa, Asia and the Middle East, this volume considers institutional responses, academic responses and student responses, illustrating these in chapters written by those who have had direct experience of these issues. Looking at a university's tripartite functions (of research, teaching and service) in relation to the different phases or stages of conflict (pre conflict, violence, post conflict and peacebuilding), it draws together some of the key contributions a university might make to situations of instability, resistance and recovery. The book is organised in five sections that deal with conceptual issues, institutional responses, academic-led or discipline-specific responses, teaching or curriculum-led responses and student involvement. Aimed at those working in universities or concerned with conflict recovery and peacebuilding it highlights ways in which universities can be a valuable, if currently neglected, resource. This book will be of much interest to students of peace studies, conflict resolution, education studies and IR in general.

Schooling for Peaceful Development in Post-Conflict Societies

Educating Against Extremism