

Democracy and diversity: teaching for human rights and citizenship in post-conflict Iraqi Kurdistan

Niroj Ahmad, Lena Lybaek, Izzuddin Mohammed and Audrey Osler

Introduction

In December 2010 the world witnessed the beginning of a wave of demonstrations and popular uprisings across the Arab world, which has continued into 2012. One common feature of these uprisings is civil resistance. A key slogan across the region has been '*al-shah yarid biqat al-nizam*' (the people want to bring down the regime). Given popular demands for greater democracy, it is perhaps time to encourage public debate on the type of education needed to build and sustain democratic practices, so as to enable future generations to benefit from these struggles.

In this article we report on INTERDEMOCRATE (Intercultural and democratic learning in teacher education), a small scale research and development initiative in the autonomous region of Iraqi Kurdistan.¹ The project aimed to address children's rights and education for democratic citizenship (EDC). It made use of action research strategies, focusing on student-centred learning (SCL). We understand SCL to encompass teaching and learning strategies which support democratic attitudes and enable students to realise their participation rights.

Late twentieth century conflict

Present day Iraqi Kurdistan has experienced much conflict and instability in the second half of the twentieth century, resulting in a damaged infrastructure at home and a notable Kurdish diaspora across the globe, including Europe. The troubles and conflicts which impacted on Iraqi Kurdistan include:

- a long history of border disputes with Iran
- the Iran-Iraq war 1980–1988

- the Anfal genocidal campaign against the Kurds 1986–89 by the Iraqi military, under Saddam Hussein
- the 1991 Gulf War
- the Kurdish uprising 1991, mass displacement and subsequent humanitarian crisis
- a brutal crackdown on the Kurdish population following the uprising
- withdrawal of Iraqi administration and military, plus an Iraqi internal blockade from 1991
- an international embargo, following imposition of UN sanctions against Iraq 1990–2003, (McDowall, 2003; Yıldız, 2004)

In 1992, the Kurdistan regional government was established, following a closely contested and inconclusive general election. But the Kurdish leadership was responsible for further difficulties. The rivalry between the Kurdistan Democratic party (KDP) and Patriotic Union of Kurdistan (PUK) resulted in the de facto partition of the region (McDowall, 2003). By 1994, power-sharing agreements between the different parties had broken down, leading to civil war, or what is referred to in Kurdish as 'brother killing brother'.

This open conflict was brought to an end under the 1998 Washington Agreement. The 2003 invasion of Iraq and the subsequent political changes led to a new 2005 Constitution of Iraq, which defines Iraqi Kurdistan as a federal entity of Iraq. In 2006 the current unified Kurdish Regional Government (KRG) administration was established.

Teaching Diversity And Democracy

Walter Parker



Teaching Diversity And Democracy:

Teaching Democracy Walter C. Parker, 2003 In *Teaching Democracy* Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity This scholarly yet accessible work Bridges the widening gap between multicultural education and civic education Provides powerful teaching strategies that educators can use to draw children creatively and productively into a way of life that protects and nurtures cultural pluralism and racial equity Explains the unity diversity confusion that is found in popular media as well as in multicultural and citizenship education initiatives Defines deliberative discussion and explores its promise as the centerpiece of democratic education in schools both elementary and secondary At a moment in time when our connection to the nation seems superficial and jingoistic Walter Parker offers us a vehicle to reach our ideal of deliberative committed civic participation for every citizen This book explores the hard work of citizen making in a diverse and complex society where individual and group interests often are in conflict Parker makes us realize that in a democracy public is not a dirty word and schooling should not be punishment Gloria Ladson Billings University of Wisconsin Madison This book deals in an engaging and thought provoking way with both social realities and democratic possibilities exactly what I try to do in my classroom Wendy Ewbank teacher Seattle Girls School

Teaching, Diversity and Democracy Barry Osborne, 2001 Considers the concept of diversity in students and provides models and frameworks for success examines subjectivities of teachers and teaching practices emphasises the democratic right of students to be taught well book based on author s personal experience as a teacher of Torres Strait Islander students

Building Democracy through Education on Diversity Suzanne Majhanovich, Régis MALET, 2015-12-01 This book weaves together voices of faculty residents mentors administrators community organizers and students who have lived together in a third space urban teacher residency program in Newark as they reinvent math and science teaching and teacher education through the lens of inquiry Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build change providing readers with both real cases of how an urban teacher residency can impact school systems and concrete tools and examples to help the reader understand and replicate aspects of the process Capturing both the successes but also the tensions and challenges we offer a kaleidoscopic view of the rich complex and multi layered ways in which multiple stakeholders work together to make enduring educational change in urban schools Our third space NMUTR has been a fragile utopian enterprise one that has relied on a shared commitment of all involved and a deep sense of hope that working collaboratively has the potential even if not perfect to make a difference

SAGE Handbook of Education for Citizenship and Democracy James Arthur, Ian Davies, Carole Hahn, 2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections The first section deals with key ideas

about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning and assessment

Teaching Democracy Walter Parker,2003 In *Teaching Democracy* Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity This scholarly yet accessible work Bridges the widening gap between multicultural education and civic education provides powerful teaching strategies that educators can use to draw children creatively and productively into a way of life that protects and nurtures cultural pluralism and racial equity explains the unity diversity confusion that is found in popular media as well as in multicultural and citizenship education initiatives defines deliberative discussion and explores its promise as the centerpiece of democratic education in schools both elementary and secondary

Research Handbook on Education and Democracy Jan Germen Janmaat,Anne Bert Dijkstra,2025-05-14 This timely Research Handbook examines how the many facets of education can foster democratic competences It reviews state of the art research and identifies a number of under explored issues in the field highlighting the potential of educational reforms in improving democratic engagement across a wealth of demographics This title contains one or more Open Access chapters

An Integrative Analysis Approach to Diversity in the College Classroom Matthew Ouellett,2011 This volume provides an interdisciplinary forum for educational developers and college and university instructors to describe new frameworks and pedagogical strategies for understanding how a range of aspects of social identity e g race ethnicity gender class sexual orientation abilities religion etc interact in complex and important ways to shape student learning and instructor preparation for creating and sustaining multiculturally inclusive classrooms Catherine M Wehlburg

Teaching for EcoJustice Rebecca A. Martusewicz,Jeff Edmundson,John Lupinacci,2011-05-20 This text offers a powerful model for cultural ecological analysis and pedagogy of responsibility providing educators with information and classroom practices they need to educate future citizens for diverse democratic and sustainable communities

EcoJustice Education Rebecca A. Martusewicz,Jeff Edmundson,John Lupinacci,2020-07-14 The third edition of this groundbreaking text offers a powerful model for cultural ecological analysis and a pedagogy of responsibility Authors Martusewicz Edmundson and Lupinacci provide teachers teacher educators and educational scholars with the theory and classroom practices they need to help develop citizens who are prepared to support and achieve diverse democratic and

sustainable societies in an increasingly globalized world Readers are asked to consider curricular strategies to bring these issues to life in their own classrooms across disciplines Designed for introductory educational foundations and multicultural education courses EcoJustice Education is written in a narrative conversational style grounded in place and experience but also pushes students to examine the larger ideological social historical and political contexts of the crises humans and the planet we inhabit are facing Fully updated with cutting edge research statistics and current events throughout the third edition addresses important topics such as Indigenous learning Black Lives Matter the Flint Water Crisis Standing Rock the rise of fascism and climate change and develops EcoJustice approaches to confronting these issues An accompanying online resource includes a conceptual toolbox links to related resources and more

Contestations of Citizenship, Education, and Democracy in an Era of Global Change Patricia K. Kubow, Nicole Webster, Krystal Strong, Daniel Miranda, 2022-11-03

Contestations of Citizenship Education and Democracy in an Era of Global Change Children and Youth in Diverse International Contexts considers the shifting social political economic and educational structures shaping contemporary experiences understandings and practices of citizenship among children and youth in diverse international contexts As such this edited book examines the meaning of citizenship in an era defined by monumental global change Chapters from across both the Global South and North consider emerging formations of citizenship and citizen identities among children and youth in formal and non formal education contexts as well as the social and civic imaginaries and practices to which children and youth engage both in and outside of schools Rich empirical contributions from an international team of contributors call attention to the social political economic and educational structures shaping the ways young people view citizenship and highlight the social and political agency of children and youth amid increasing issues of polarization climate change conflict migration extremism and authoritarianism The book ultimately identifies emergent forms of citizenship developing in formal and non formal educational contexts including those that unsettle the nation state and democracy Edited by a team of academics with backgrounds in education citizenship and youth studies this book will appeal to scholars researchers and faculty who work across the broader field of youth civic engagement and democracy as well as international and comparative education and citizenship The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

[Encyclopedia of Diversity in Education](#) James A. Banks, 2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education

enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels Diversity is a worldwide phenomenon and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education This four volume reference work will be the definitive reference for diversity issues in education in the United States and the world **Making a Difference: Volume I and II** Sasha A. Barab, Kenneth E. Hay, Nancy Butler

Songer, Daniel T. Hickey, 2017-09-05 William Wordsworth 1770 1850 needs little introduction as the central figure in Romantic poetry and a crucial influence in the development of poetry generally This broad ranging survey redefines the variety of his writing by showing how it incorporates contemporary concepts of language difference and the ways in which popular and serious literature were compared and distinguished during this period It discusses many of Wordsworth's later poems comparing his work with that of his regional contemporaries as well as major writers such as Scott The key theme of relationship both between characters within poems and between poet and reader is explored through Wordsworth's construction of community and his use of power relationships A serious discussion of the place of sexual feeling in his writing is also included Resources in Education, 2000-10 *Education for Social Justice, Equity and Diversity* Anne-Lise

Arnesen, 2012 Young Europeans now grow up in an era characterized by escalating economic political social and educational inequalities increasing racism and xenophobia a high level of unemployment and a declining trust in nearly all major social and political institutions But how do these emerging processes of marginalization play out within and beyond educational institutions How can we educate teachers for the new situation In exploring these questions the contributions in this honorary volume pay tribute to the research work of Professor Anne Lise Arnesen who has made an impressive effort to educate teachers for a diverse tolerant and inclusive society throughout her working life Series Studies on Education Vol 1

Advancing Social Studies Education through Self-Study Methodology Alicia R. Crowe, 2010-06-25 Advancing Social Studies Education through Self Study Methodology provides a collection of works that highlights ways in which self study of teaching and teacher education practices can advance conversations and knowledge in social studies education Some of the pieces chosen for this book will provide theoretical connections between the two fields e g how values and principles important to both fields work together are similar and can help each field expand Others will provide specific examples of

self studies that focus on social studies specific concepts The book provides a strong and clear introduction of self study to the field of social studies education as well as an argument for its use to further understand social studies teaching and teacher education It also provides the self study community with an example of how self study can be used to look at content specific aspects of teaching and teacher education

Curriculum Development and Review for Democratic Citizenship and Human Rights Education Tibbitts, Felisa, Council of Europe, 2016-03-01 Education for democratic citizenship and human rights education are vital for peaceful sustainable and inclusive societies based on respect for the human rights of every person Effective teaching and learning processes require well trained teachers positive learning environments and high quality learning materials This is underpinned by education policy including curriculum development and review which is the main focus of this book The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe the United Nations Educational Scientific and Cultural Organization the Office for Democratic Institutions and Human Rights of the Organization for Security and Co operation in Europe and the Organization of American States These organisations have jointly produced this publication in order to support states commitment to fostering citizenship and human rights education and improving access to quality education for all

Teacher Education and the Development of Democratic Citizenship in Europe Andrea Raiker, Matti Rautiainen, Blerim Saqipi, 2019-11-21 This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship Understanding these countries cultural approaches to individual and national priorities in education is essential in perceiving similarities and differences in the meaning of democracy The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical political economic and cultural contexts and the Council of Europe s CoE competences for democratic citizenship With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship the book provides awareness and understanding of how teacher education responds to the Council of Europe s CoE conceptual model of competences for democratic culture 20 competences categorized as Values Attitudes Skills and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens This book will be of key interest to academics researchers and post graduate students in the fields of teacher education educational policy and politics and citizenship education

Civic Education for Diverse Citizens in Global Times Beth C. Rubin, James M. Giarelli, 2013-10-11 This book explores four interrelated themes rethinking civic education in light of the diversity of U S society re examining these notions in an increasingly interconnected global context re considering the ways that civic education is researched and practiced and taking stock of where we are currently through use of an historical understanding of civic education There is a gap between theory and practice in social studies education while social studies researchers call for teachers to nurture skills

of analysis decision making and participatory citizenship students in social studies classrooms are often found participating in passive tasks e g quiz and test taking worksheet completion listening to lectures rather than engaging critically with the curriculum Civic Education for Diverse Citizens in Global Times directed at students researchers and practitioners of social studies education seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory Storytelling for Social Justice Lee Anne Bell,2019-08-28 Through accessible language and candid discussions Storytelling for Social Justice explores the stories we tell ourselves and each other about race and racism in our society Making sense of the racial constructions expressed through the language and images we encounter every day this book provides strategies for developing a more critical understanding of how racism operates culturally and institutionally in our society Using the arts in general and storytelling in particular the book examines ways to teach and learn about race by creating counter storytelling communities that can promote more critical and thoughtful dialogue about racism and the remedies necessary to dismantle it in our institutions and interactions Illustrated throughout with examples drawn from contemporary movements for change high school and college classrooms community building and professional development programs the book provides tools for examining racism as well as other issues of social justice For every facilitator and educator who has struggled with how to get the conversation on race going or who has suffered through silences and antagonism the innovative model presented in this book offers a practical and critical framework for thinking about and acting on stories about racism and other forms of injustice This new edition includes Social science examples in addition to the arts for elucidating the storytelling model Short essays by users that illustrate some of the ways the storytelling model has been used in teaching training community building and activism Updated examples references and resources

Handbook of Research on Diversity and Social Justice in Higher Education Keengwe, Jared,2020-05-22 There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races cultures and languages in modern classrooms Establishing sound pedagogy is also critical given that racial cultural and linguistic integration has the potential to increase academic success for all learners To that end there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting edge research book that examines cross cultural perspectives challenges and opportunities pertaining to advancing diversity and social justice in higher education Furthermore the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross cultural knowledge through appropriate diversity education models as well as effective social justice practices Highlighting a range of topics such as cultural taxation intercultural engagement and teacher preparation this book is essential for teachers faculty academicians researchers administrators policymakers and students

Reviewing **Teaching Diversity And Democracy**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teaching Diversity And Democracy**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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