

# Peace Education

The Concept, Principles, and  
Practices Around the World

Salomon and Neo

# Peace Education The Concept Principles And Practices Around The World

**Gavriel Salomon, Baruch Nevo**



## **Peace Education The Concept Principles And Practices Around The World:**

**Peace Education** Gavriel Salomon, Baruch Nevo, 2005-04-11 The book is intended for scholars students interested in issues of peace education reconciliation and co-existence from several disciplines including social psychology communication education religion political science sociology philosophy This would be good to compare with Monroe Pol Psych *Education, Conflict and Reconciliation* Fiona Leach, Máiréad Dunne, 2007 This collection brings together academic contributions from specialists working in a newly emergent area of study that of education in situations of conflict It seeks to promote understanding of the complex ways in which education can play both a reproductive and a transformative role in such circumstances **Handbook on Peace Education** Gavriel Salomon, Ed Cairns, 2011-02-25 This handbook encompasses a range of disciplines that underlie the field of peace education and provides the rationales for the ways it is actually carried out The discipline is a composite of contributions from a variety of disciplines ranging from social psychology to philosophy and from communication to political science That is peace education is an applied subject which is practiced in differing ways but must always be firmly based on a range of established empirical disciplines The volume is structured around contributions from expert scholars in various fields that underpin peace education plus contributions from experts in applying peace education in a range of settings all complemented by chapters which deal with issues related to research and evaluation of peace education Handbook on Building Cultures of Peace Joseph de Rivera, 2008-11-28 Mediation and negotiation personal transformation non-violent struggle in the community and the world these behaviors and their underlying values underpin the United Nations definition of a culture of peace and are crucial to the creation of such a culture The Handbook on Building Cultures of Peace addresses this complex and daunting task by presenting an accessible blueprint for this development Its perspectives are international and interdisciplinary involving the developing as well as the developed world with illustrations of states and citizens using peace-based values to create progress on the individual community national and global levels The result is both realistic and visionary a prescription for a secure future **Peace Education Tip V44#4** David Johnson, 2013-11-26 Economics of the International Financial System offers an illuminating engaging and lucid account of the working of 21st century global political economy From a macroeconomic perspective it explores how major capitalist economies are closely integrated with each other in that none can remain unaffected by economic events around the globe The book is one of the first in its genre to examine the origin and relevance of international money as a concept and phenomenon the structure of various money markets the nature and functioning of major international financial institutions such as the World Bank International Monetary Fund IMF and International Bank for Reconstruction and Development IBRD and the dynamics of the new world financial system that emerged after the demise of Bretton Woods system This will form an essential reading for students and scholars of international monetary economics international corporate finance researchers policymakers bankers and financial executives *Leadership and Religious Schools* Michael T. Buchanan, 2013-01-17 Leadership in religious schools is a

complex and often misunderstood subject Educational leaders must perform the dual task of encouraging religious identities while relating them to wider issues of citizenship Religious identity needs to be made relevant to the whole school community parents staff students and leaders need to take care to expand how human identity is conceived and manifested Given these challenges learning and leadership take on a special importance in faith based and religious schools This unique volume brings together leading international scholars in the field to explore the many dimensions of leadership religious faith spiritual ministerial educational and curriculum leadership The contributors demonstrate through case studies and grounded theory that these schools require leaders who are conversant with a very wide range of styles and issues Other issues discussed include styles of leadership relationships with stakeholders motivation satisfaction and stress school culture and ethos and charisma This is an insightful collection of essays that will be of great use to all those studying and researching school leadership

**A Social Psychology Perspective on The Israeli-Palestinian Conflict** Keren Sharvit,Eran

Halperin,2016-01-22 Due to its intensity and extensive effects both locally and globally the Israeli Palestinian conflict has drawn the attention of scholars from numerous disciplines who attempt to explain the causes of the conflict and the reasons for the difficulties in resolving it Among these one can find historians geographers political scientists sociologists and others This volume explores the Israeli Palestinian conflict from a social psychology perspective At the core of the book is a theory of intractable conflicts as developed by Daniel Bar Tal of Tel Aviv University applied to the Israeli Palestinian conflict Opening with an introduction to the Israeli Palestinian conflict situation and a few chapters on the theoretical backgrounds of the creation of a societal ethos of conflict the volume then moves to an analysis of the psycho social underpinnings of the conflict while concluding with a discussion of the possibility of long standing peace in the region Among the topics included in the coverage are Identity formation during conflict The Israeli and Palestinian ethos of conflict The important role of Palestinian and Israeli education An analysis of the leadership in the Israeli Palestinian peace process The challenges and potential towards a road to peace in the region All contributors to the volume are pre eminent scholars of the Israeli Palestinian conflict and many of them have felt the influence of Bar Tal s formulations in their own work A rich resource for those who are followers of Dr Bar Tal s work for those who study intractable conflicts in all its forms and for those who have a particular interest in the Israeli Palestinian conflict A Social Psychology Perspective of the Israeli Palestinian Case offers a detailed exploration of the psychological underpinnings of the Israeli Palestinian conflict and the barriers to and opportunities of the peace process

**Perceptions of the Holocaust in Europe and Muslim Communities** Günther

Jikeli,Joëlle Allouche-Benayoun,2012-11-08 The way people think about the Holocaust is changing The particular nature of the transformation depends on people s historical perspectives and how they position themselves and their nation or community vis vis the tragedy Understandably European Muslims perceive the Holocaust as less central to their history than do other Europeans Yet while the acknowledgement and commemoration of the horrors of the Holocaust are increasingly

important in Europe Holocaust denial and biased views on the Holocaust are widespread in European Muslims countries of origin In this book a number of distinguished scholars and educators of various backgrounds discuss views of the Holocaust Problematic views are often influenced by a persistent attitude of Holocaust denial which is derived in part from discourses in the Muslim communities in their countries of origin The essays collected here explore the backgrounds of these perceptions and highlight positive approaches and developments Many of the contributions were written by people working in the field and reflecting on their experiences This collection also reveals that problematic views of the Holocaust are not limited to Muslim communities

*Educating for Peace in a Time of Permanent War* Paul R. Carr,Brad J. Porfilio,2012-05-31 What is the meaning of peace why should we study it and how should we achieve it Although there are an increasing number of manuscripts curricula and initiatives that grapple with some strand of peace education there is nonetheless a dearth of critical cross disciplinary international projects books that examine peace education in conjunction with war and conflict Within this volume the authors contend that war military conflict violence are not a nebulous far away mysterious venture rather they argue that we are all collectively involved in perpetrating and perpetuating militarization conflict violence inside and outside of our own social circles Therefore education about and against war can be as liberating as it is necessary If war equates killing can our schools avoid engaging in the examination of what war is all about If education is not about peace then is it about war Can a society have education that willfully avoids considering peace as its central objective Can a democracy exist if pivotal notions of war and peace are not understood practiced advocated and ensconced in public debate These questions according to Carr and Porfilio and the contributors they have assembled merit a critical and extensive reflection This book seeks to provide a range of epistemological policy pedagogical curriculum and institutional analyses aimed at facilitating meaningful engagement toward a more robust and critical examination of the role that schools play and can play in framing war militarization and armed conflict and significantly the connection to peace

**The Contested Role of Education in Conflict and Fragility** Zehavit Gross,Lynn Davies,2015-06-17 This book brings together new thinking on education s complex and evolving role in conflict and fragility The changing nature of conflict from inter to intra state and with shifting geopolitical power balances demands a reconceptualization of where education is positioned Claims that education on its own can be an agent of conflict transformation are disputed Deliberate attempts at peace education are not without critics and controversies This collection aims to generate new realism from empirical and reflective accounts in a variety of countries and political contexts as well as provide innovative methodological approaches to the study of education and conflict The particular distinctiveness of the volume is the emphasis on contested it includes the debates and disagreements on the many faces of education in conflict as well as material on teaching controversial issues in fragile contexts Crucially it underscores how education itself exists within highly contested projects of state nation and region building As well as overview comparative chapters the collection encompasses a range of specific contexts geographically

and educationally Algeria Canada El Salvador Israel Kenya Mexico Morocco Nepal Tunisia UK and US with settings that include schools higher education and refugee camps Focuses range from analyses of education in historical conflicts to contemporary issues such as post Arab Spring transformations Perennial concerns about religion colonialism protest integration cohesion emergencies globalization and narrative are given new slants Yet in spite of the debates a cross cutting consensus emerges as the crucial need for critical pedagogy and critical theory if education is to make any mark at all on conflict and fragility

**Narrating and Teaching the Nation** Denise Bentravato, 2016-02-15 The book investigates the politics of education in pre and post genocide Rwanda examining the actors interests and discourses that have historically influenced educational policy and practice and in particular the production and revision of history curricula and textbooks This study combines a systematic historical and comparative analysis of curricula and textbooks in Rwanda stakeholder interviews classroom observations and a large scale investigation of pupils understandings of the country s history Written at a crucial time of transition in Rwanda it illuminates the role of education as a powerful means of socialisation through which dominant discourses and related belief systems have been transmitted to the younger generations thus moulding the nation It outlines emergent challenges and possibilities urging a move away from the use of history teaching to disseminate a conveniently selective official history towards practices that promote critical thinking and reflect the heterogeneity characteristic of Rwanda s post genocide society

Peace Education Evaluation Celina Del Felice, Aaron Karako, Andria Wisler, 2015-05-01 Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications programs events and funding mechanisms The oft cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures Educators and organizations implementing peace education activities and programming however often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources notwithstanding violence or conflict the lack of skills and time to indulge in a thorough evaluative strategy and the absence of institutional incentives and support Evaluation is often demand driven by donors who emphasize accounting given the current context of international development assistance and budget cuts Program evaluation is considered an added burden to already over tasked programmers who are unaware of the incentives and of assessment techniques Peace education practitioners are typically faced with forcing evaluation frameworks techniques and norms standardized for traditional education programs and venues Together these conditions create an unfavorable environment in which evaluation becomes under valued de prioritized and mythologized for its laboriousness This volume serves three inter related objectives First it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming The overarching

questions of the nature of peace and the principles guiding peace education as well as governing theories and assumptions of change transformation and complexity are explored Second the volume investigates existing quantitative qualitative and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners Promising practices are presented from peace education programming in different settings formal and non formal education within various groups e g children youth police journalists and among diverse cultural contexts Finally the volume proposes ideas of evaluation novel techniques for experimentation and creative adaptation of tools from related fields in order to offer pragmatic and philosophical substance to peace educators next moves and inspire the agenda for continued exploration and innovation The authors come from variety of fields including education peace and conflict studies educational evaluation development studies comparative education economics and psychology

*Fostering Change in Institutions, Environments, and People* David C. Berliner, Haggai Kupermintz, 2014-04-08 This volume is comprised of contributions from leading scholars in education and psychology In part one of the book the authors provide insight into the psychology of change examining What factors work as catalysts for change in environments institutions and people What factors hinder change When change is deemed beneficial In the second part of this volume the authors turn their attention to the issue of peace education They examine the types of problems that societies and scholars should identify and try to solve in hopes of building more peaceful environments The final chapter is a biography honoring Professor Gavriel Gabi Salomon a significant contributor to the vast literature on change This book is appropriate reading for professors students and academics who are dedicated to fostering change to benefit institutions environments and people

**The Wiley Handbook on Violence in Education** Harvey Shapiro, 2018-05-03 In this comprehensive multidisciplinary volume experts from a wide range fields explore violence in education s different forms contributing factors and contextual nature With contributions from noted experts in a wide range of scholarly and professional fields The Wiley Handbook on Violence in Education offers original research and essays that address the troubling issue of violence in education The authors show the different forms that violence takes in educational contexts explore the factors that contribute to violence and provide innovative perspectives and approaches for prevention and response This multidisciplinary volume presents a range of rigorous research that examines violence from both micro and macro approaches In its twenty nine chapters this comprehensive volume s fifty nine contributors representing thirty three universities from the United States and six other countries examines violence s distinctive forms and contributing factors This much needed volume Addresses the complexities of violence in education with essays from experts in the fields of sociology psychology criminology education disabilities studies forensic psychology philosophy and critical theory Explores the many forms of school violence including physical verbal linguistic social legal religious political structural and symbolic violence Reveals violence in education s stratified nature in order to achieve a deeper understanding of the problem Demonstrates how violence in education is deeply situated in schools communities and

the broader society and culture Offers new perspectives and proposals for prevention and response The Wiley Handbook on Violence in Education is designed to help researchers educators policy makers and community leaders understand violence in educational settings and offers innovative effective approaches to this difficult challenge The Israel-Palestine Conflict Elizabeth Matthews,2011-03-21 The Israel Palestine conflict is frequently characterised by the violence between the two sides beneath which lie a whole series of issues and disagreements This book uniquely brings together Israeli and Palestinian viewpoints on key topics providing an invaluable guide to the latest thinking on the major topics that the peace process will be based around **Handbook of Research in Social Studies Education** Linda S. Levstik,Cynthia A. Tyson,2010-04-15

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

Mphathisi Ndlovu,Lungile Augustine Tshuma,Shepherd Mpofu,2023-12-28 This book explores how popular cultural artifacts literary texts commemorative practices and other forms of remembrances are used to convey transmit and contest memories of mass atrocities in the Global South Some of these historical atrocities took place during the Cold war As such this book unpacks the influence or role of the global powers in conflict in the Global South Contributors are grappling with a number of issues such as the politics of memorialization memory conflicts exhumations reburials historical dialogue peacebuilding and social healing memory activism visual representation transgenerational transmission of memories and identity politics

*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

**Empowering Multiculturalism and Peacebuilding in Schools** Polat, Soner, Günçavdı, Gizem, 2020-03-06 With modern globalization and technological improvements people from different cultural backgrounds have more opportunity to interact These differences can be seen across various communities from familial to organizational so peacekeeping strategies become essential when navigating global communities Since these various cultures collect in schools teaching students to become peacemakers by encouraging skills that include intercultural communication intercultural sensitivity and intercultural competence are essential for structuring a peaceful and harmonious society Empowering Multiculturalism and Peacebuilding in Schools is an essential research publication that provides comprehensive research on peacebuilding and multiculturalism in terms of educational organizations as well as the skills that need to be taught to students in order to promote peaceful interaction and inclusivity Featuring a wide range of topics such as cyberbullying restorative instruction and intercultural education this book is ideal for teachers academicians administrators principals professional development experts curriculum designers researchers managers and students

*The United Nations and Higher Education* Kevin Kester, 2020-04-01 In this book Kevin Kester details how the United Nations promotion of higher education for peace and international understanding sometimes unintentionally contributes to the reproduction of conflict and violence across diverse cultures He shows this through an indepth examination of peace curricula pedagogy and policy in one United Nations higher education institution where he indicates how dominant philosophical and pedagogical models that signify acceptable peace education ultimately undermine the very goals of educational peacebuilding Kester contends that theoretical and pedagogical training must develop beyond the dominant psycho social rational and state centric assumptions that permeate the field today if higher education is to better contribute to personal and societal peacebuilding Drawing from the fields of educational philosophy and sociology he argues for new concepts of poststructural violence and second order reflexivity that can assist scholars in reducing conflict and building peace in lasting ways He complements his fieldwork findings with personal reflections throughout the book to reimagine the transformative possibilities of peacebuilding education for the 21st century

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