PEACE EDUCATION: LEARNING FOR SOCIAL CHANGE



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Peace Education

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Peace Education, 3d ed. Ian M. Harris, Mary Lee Morrison, 2012-12-13 Now in its third edition Peace Education provides a comprehensive approach to educating for a just and sustainable future It begins with religious and historical trends that have molded our understanding of peace and then presents a variety of ways to practice peace education in schools and communities and explains how it can motivate students The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force Instructors considering this book for use in a course may request an examination copy here Peace Education Monisha Bajaj, Maria Hantzopoulos, 2016-01-28 Honorable Mention 2017 PROSE Award Education Practice Bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites this book addresses key questions for students seeking to deepen their understanding of the field The book not only highlights ground breaking and rich qualitative studies from around the globe but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post conflict societies Contributing authors address how educators and learners can make meaning of international peace education efforts how various forms of peace and violence interact in and around schools and how the field of peace education has evolved and grown over the past four decades **Peace Education** Gavriel Salomon, Baruch Nevo, 2005-04-11 The book is intended for scholars stud s int d in issues of peace educ reconciliation and co existence from sev disciplines including soc pol psych comm educ religion pol sci sociology philos This would be gd to co Handbook on Peace Education Gavriel Salomon, Ed Cairns, 2011-02-25 This handbook mrkt w Monroe Pol Psych 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 Encyclopedia of Peace Education Monisha Bajaj, 2008-05-01 The rise of peace education both in scholarship and in practice has yielded numerous documents websites and publications with often divergent perspectives on what the field is does and means The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date so as to provide a common denominator for the various actors involved in advancing peace education internationally Thus this edited volume serves as an essential reference guide that traces the history and emergence of the field highlights foundational concepts contextualizes peace education practice across international and disciplinary borders and suggests new directions for peace educators From core conceptual perspectives to

the moral and spiritual foundations of the field to the role of the United Nations the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field s most renowned scholars This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non governmental organizations in the field of peace education Peace Education and Religion: Perspectives, Pedagogy, Policies Marcia Hermansen, Ednan Aslan, Evrim Erşan Akkılıç, 2022-10-02 Whether formally incorporated into curriculum and teacher training or informally integrated in contexts such as state or NGO initiatives dealing with resolving social ethnic and religious conflicts peace education is increasingly recognized as a critical component in addressing violence in contemporary plural societies Peace education can constructively undertake a reframing of historical narratives while inspiring practical community activities An important but insufficiently studied and theorized aspect of peace education is the role of religion The challenge to peace education in today s globalized diverse mobile and religiously pluralistic world is to be able to take both complex global and distinctive local situations into account The contributions to this integrative collection of essays provide exactly these local and global perspectives on the state of peace education and its relationship to religion across pedagogy and curriculum state policies and activism within societies on the front lines of resolving internal conflicts whether historical or recent that often reflect aspects of religious identities Peace Education B. Jeannie Lum, 2018-04-19 In 1999 the UN instituted the Program of Action on a Culture of Peace leading to the Declaration of the International Decade for the Promotion of a Culture of Peace and Non Violence for the Children of the World 2001 2010 This represented a paradigm shift away from the prevailing conceptualization of peace as the absence of war to one of creating cultures of peace and indicated a significant opening for peace educators and the expansion of their mission and field in peace research and scholarship This book seeks to address several questions about the emergence present state and future of the field of peace education and to ground the definition of the discipline in its origins origins deeply set in informal grassroots movements of concerned citizens faith based communities and professional organizations who work for peace as well as those working in formal institutions These origins are vital in imparting identity and in nurturing the current growing collective consciousness that combines the academic discipline and the worldwide peace movement a collective that can unify fuel and inspire dialogue among scholars researchers activists educators government leaders and the myriad of individuals committed to creating cultures of peace throughout the world This book was originally published as a special issue of the Journal of Peace Education Peace **Education from the Grassroots** Ian Harris, 2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at

the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United Sates These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education **Peace Education and Global Citizenship** Rita Verma, 2017-03-16 Critical Peace Education and Global Citizenship offers narrative accounts representing multiple ways teacher and learner activists have come to realize possibilities for peace and reconciliation through unofficial curricula With these narratives the book demonstrates the connections between critical peace education and such crucial issues as human trafficking gang violence contested narratives of nationhood and belonging gender identities and the significance of mentoring Through rich examples of pedagogic work this volume enhances and illustrates critically oriented understandings and interpretations of peace in real classrooms with diverse populations of students Written primarily for scholars and graduate students working in the fields of educational theory critical pedagogy and educational policy the chapters in this book tell a compelling story about teachers learners and scholar activists who continue to struggle for the creation of transformative and meaningful sites for peace praxis Education in a Postmodern World Ian M. Harris, 2013-12-16 This special issue of the Peabody Journal of Education provides a comprehensive overview of the latest developments in peace education reform School reforms based upon principles of peace education have in common a belief in the power of peace to create a positive learning climate in schools and to address the problems of violence in the broader culture A peace education strategy for improving school productivity rests upon three main assumptions 1 Violence contributes to the poor performance of many students 2 Adults in school settings need to address problems created by violence in order for schools to improve 3 Anxieties that make it hard for students to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides students with knowledge about alternative nonviolent ways to resolve conflicts Peace building reforms go beyond responding to immediate forms of violence that may be overwhelming students and teachers to promoting positive images of peace through the study of nonviolence Written by established experts in the field of peace education from six different countries this collection of articles not only represents a wide variety of peace education practices from different corners of the globe but it also represents varying academic perspectives Educators can play a key role in helping human societies progress toward more sustainable ways of living by implementing peacemaking peacekeeping and peace building strategies in school programs Peace education reforms point to a new way of thinking about schools as vehicles for promoting a peace culture through insights offered by nonviolent theory Three Decades of Peace Education around the World Robin J. Burns, Robert Aspeslagh, 2014-01-14 First Published in 1996 The current world order poses new

challenges to the theory and practice of peace education Drawing on data gathered from around the world Burns and Aspeslagh focus on how peace is presented in formal and informal educational settings and what effects ideologies have in shaping that presentation The book views peace education in the context of education about other major social and political issues and in a variety of geopolitical settings exploring factors that affect the generation selection organization transmission and evaluation of knowledge for peace Following a review of major approaches to policy and praxis in peace education the editors draw on original research to offer interpretations based on pragmatic normative and conceptual approaches to the individual the state and the role of political literacy. The use of a comparative educational framework that goes beyond curriculum studies and descriptive case studies presents a perspective that is innovative and timely The volume includes both bibliography and index Peace Education for Violence Prevention in Fragile African Societies B. Maphosa, Alphonse Keasley, 2016-12-29 Though conflicts among African nations diminished at the end of the last millennium the need for peace remains a perennial concern for African citizens within their communities and countries Once again Maphosa and Keasley have engaged a collection of scholar practitioners to address the guery What's Going to Make a Difference in Contemporary Peace Education around Africa The contributing authors draw from daily headlines as well as African literature to unearth twenty first century quandaries with which educators in formal and informal contexts are called upon to grapple The What s Going to Make a Difference authors offer insights to educators peace education practitioners and parents for everyday living The authors probe the wisdom of the recent and ancient past and bring forth pearls for contemporary moments All in discerning effort to respond to the guiding guestion the editors and their contributing colleagues deliver a compelling set of revelations for Making a Difference in Peace Education for African and world citizens **Interreligious Curriculum for** Peace Education in Nigeria Isaiah Ekundayo Dada, 2019-04-18 Nigeria a country under a military regime for several years transitioned to a civilian regime in May 1999 Since this change violent conflicts between Christians and Muslims have continued to erupt They constitute one of the gravest dangers facing Nigeria a country with a population of 189 million people What have Nigerian religious leaders done about this situation especially in educational circles Have they received formal educational training to understand the causes of this violence and especially how to provide alternatives for more peaceful relations within Nigeria Does the current educational system in Nigeria provide the main ingredients for the promotion of a culture of peace The absence and neglect of interreligious peace education as part of a peace education core program and the lack of an interreligious curriculum for peace education in the training of religious leaders are the two problems contributing towards the lack of effectiveness of religious leaders in promoting less violent and more peaceful living The solution to the problem is proposed in this book entitled Interreligious Curriculum for Peace Education in Nigeria The book develops a one year curriculum building on Yoruba Islamic Christian conceptions of peace and teaches how to create safe caring spiritual peaceful and successful interfaith relationships between all Nigerian religious communities In the

long term the book helps to educate religious leaders to contribute in themselves and with the help of their respective religious communities to reducing the growing religious violence in Nigeria **Transrational Perspectives in Peace** Education Hanne Tjersland, Paula Ditzel Facci, 2024-02-01 This volume investigates how peace education can contribute to unfold collective and individual potentials for peace and conflict transformation It explores how to cultivate a relational process that honours the interconnectedness of educators students researchers and participants in all their human faculties This includes acknowledging not only the rational but also the embodied emotional mental and spiritual dimensions in their complexity and in their ongoing dynamic transformations Motivated by the possibilities and challenges involved in this process this book explores the nexus between transrational peace philosophy elicitive approaches to conflict transformation and peace education The first part discusses the transrational peace philosophy and locates it within a broader field of peace education while the second part reflects on how transrational perspectives are tapped into within peace education approaches In total eight researchers and practitioners engage productive tensions that unfold in different geographical spaces in the classrooms and within and between us through embodied affective societal and transpersonal lenses Transrational Perspectives in Peace Education encourages both researchers and practitioners to experiment with and engage the multifaceted potentials that are involved in transrational perspectives within peace education This book was originally published as a special issue of Journal of Peace Education **Exploring Betty A. Reardon's Perspective on Peace Education** Dale T. Snauwaert, 2019-05-15 This book presents commentaries by a leading international group of peace education scholars and practitioners concerning Reardon's peace education theory and intellectual legacy The guiding question throughout the book is How can her foundational work be used to advance the theory and practice of peace education In an attempt to find answers the contributing authors explore three general areas of inquiry 1 Theoretical Foundations of Peace and Human Rights Education 2 Feminism and the Gender Perspective as Pathways of Transformation Toward Peace and Justice and 3 Peace Education Pedagogy and Practices A contemplative commentary by Reardon herself BEd Semester 1 Paper 4(B) - Value and Peace Education - Saral Prashnottar Saral Study Group rounds out the coverage 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 interrelated 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 FOR WORLD PEACE Issues, Challenges and New Directions Dr. education economics and psychology Santosh Kumar Behera, Lamina Kamiludeen Omotoyosi, Critical Peace Education Peter Pericles Trifonas, Bryan Wright, 2012-10-09 Forward thinking pedagogues as well as peace researchers have in recent decades cast a critical eye over teaching content and methodology with the aim of promulgating notions of peace and sustainability in education This volume gives voice to the reflections of educational theorists and practitioners who have taken on the task of articulating a curriculum of difference that gives positive voice to these key concepts in the pedagogical arena Here contributors from around the world engage with paradigm shifting discourses that reexamine questions of ontology and human subjectivity discourses that advocate interdisciplinarity as well as the reformulation of epistemological boundaries Deconstructing the origins and limits of human knowledge and learning the book affords educators the opportunity to identify and express common elements of the subjects taught and studied in educational institutions elements that facilitate students apprehension of peace and sustainability With penetrating analysis of contemporary issues in the field this volume introduces a range of fresh theoretical approaches that extend the boundaries of peace education which is broadly defined as promoting the responsible equitable and sustainable co existence of differing human communities In doing so the chapters show how we can improve our lives as well as our chances of survival as a species by acknowledging the importance of shared human aspirations that cut across borders of genuinely listening to alternative voices and opinions of challenging the ubiquitous socially constructed historical narratives that define human relations only in terms of power Charged with vitality and originality this new publication is a critical examination of issues central to the development and utility of global education

Resources in Education ,1996

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