

# *Educating for Peace*

*edited by Lokanath Mishra*



# Educating For Peace

**United States Institute of Peace**



## **Educating For Peace:**

**Educating for Peace in a Time of "permanent War"** Paul R. Carr, Bradley J. Porfilio, 2012 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 [Educating for Peace and Human Rights](#)

Maria Hantzopoulos, Monisha Bajaj, 2021-04-08 Over the past five decades both peace education and human rights education have emerged distinctly and separately as global fields of scholarship and practice Promoted through multiple efforts the United Nations civil society grassroots educators both of these fields consider content processes and educational structures that seek to dismantle various forms of violence as well as move towards cultures of peace justice and human rights [Educating for Peace and Human Rights Education](#) introduces students and educators to the challenges and possibilities of implementing peace and human rights education in diverse global sites The book untangles the core concepts that define both fields unpacking their histories and conceptual foundations and presents models and key research findings to help consider their intersections convergences and divergences Including an annotated bibliography the book sets forth a comprehensive research agenda allowing emerging and seasoned scholars the opportunity to situate their research in conversation with the global fields of peace and human rights education [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 *Educating for Peace* Lokanath Mishra,2013-05-20 We know that peace education helps individuals transform conflict in their own lives understand and respect other cultures and ways of living and treasure the Earth Teachers of peace education encourage their students to cooperate with each other think critically solve problems constructively take part in responsible decision making communicate clearly and share their feelings and commitment openly These skills and values are essential for survival in an increasingly interdependent world where violence has become an instrument of policy Peace education seeks to enable learners to envision a range of possibilities that could lead from a culture of war and violence to a culture of peace One widely used method to encourage such envisioning is posing an inquiry into the characteristics of peace Efforts are being made to educate students and teachers about non violence and human rights via peace education programs This book lays a foundation for students teachers and peace educators to explore the elements necessary to create a peaceful society *Educating for Peace* will help to build a peaceful just and sustainable world for our children *Educating for Peace* consists of seventeen chapters Chapter one deals with the pro motion of education for a peaceful society chapter two details how to emphasise the importance of peace to children Chapter three of this book sketches out peace education in a non formal way while chapter four deals with education for peace and non violence The following chapter clearly defines the conceptualization of peace education Chapter six defines what exactly a culture of peace entails while chapter seven deals with a research study on non violence Chapters eight and nine address pressing concerns in peace education and creating a violence free school respectively Chapters ten and eleven deal with the role of value education for world peace Chapter twelve deals with pedagogical approaches and chapter thirteen defines human rights education The remaining chapters deal with different aspects of peace education This book is an attempt to identify and deliberate on topics that should be addressed if we are to fully establish peace education This book is written mainly for researchers peace educators and students *Educating for Peace and Justice* Mary Beth Gallagher,1976 *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 [Educating Youth for a World Beyond Violence](#) H. Shapiro,2010-12-20 In a time of unprecedented social and economic crisis this book represents a challenge to the orthodoxy that shapes our vision of educational purpose It argues that now more than ever there is a moral imperative for educators to assume responsibility for helping to bring about

a culture of peace and non violence      **Educating for a Civilization of Peace** Sara Clarke-Habibi,2008 An informative and engaging collection of 30 papers presented at the 2007 International Education for Peace Conference hosted by the International Education for Peace Institute November 14 17 2007 in Vancouver Canada The papers representing the contributions of academics and practitioners around the world explore the conceptual foundations latest research investigations and practical applications of peace education in a variety of contexts Some 200 participants attended the conference among them educators peace education experts policy makers community and business leaders as well as highschool and university students from North America Europe the Middle East Asia and Africa The purpose of the conference was to discuss how we can educate children and youth at home in schools and communities to become peacebuilders both as individuals and as citizens and future leaders This collection of articles provides a substantial and comprehensive review of the latest developments in peace education theory practice and research as pursued in the contexts of families primary and secondary schools universities multicultural communities intractable conflicts post conflict reconciliation and peacebuilding processes civil society and business and leadership practice The submissions provide evidence of the intensifying global search for effective and unifying frameworks of peace education and the innovative manner in which such frameworks are applied to diverse contexts      Education for Peace Student Manual H. B. Danesh,Sara Clarke-Habibi,2007-09-01 This project has taught us new approaches to conflict and how to live in peace with ourselves and with others Education for Peace taught us how to create our lives without violence in our homes schools and the whole country What is the secret of a peaceful life Are humans capable of peace How can we strive for a common worldview of peace What are the main peace related challenges and opportunities in today s world What would the peaceful use of power look like How can we resolve conflicts peacefully These and other crucial questions are explored in the Education for Peace Student Manual designed as a conceptual and practical guide for for secondary school students Books 1 and 2 of the Student Manual present a total of 9 units on concepts that are integral to a comprehensive approach to creating a culture of peace a culture of healing and a culture of excellence in our school communities The text covers such concepts as the oneness of humanity unity in diversity human rights and responsibilities as well as the skills of peace based conflict resolution leadership for peace and community based psychosocial recovery from the destructive impacts of conflict and violence Each unit contains Core concept summaries and examples Reflection questions for understanding Interdisciplinary activity and project ideas Links to online sources for further exploration of key themes      Educating for Peace Educating for Peace,1996      Educating for Peace United States Institute of Peace,1993      Educating for Peace ,1987      Teaching Peace Through Popular Culture Laura L. Finley,Joanie Connors,Barbara Wien,2015-03-01 Authored by scholars from a variety of disciplines including English Theology Philosophy Communications Sociology Humanities and Peace Studies this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace Chapters discuss

documentary and feature film music television literature and more providing both educators and the general public with a timely and useful tool From popular dystopian novels like *The Hunger Games* to feature films like *The Matrix* to modern rap and hip hop music contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators Additionally each chapter project synopses and teaching ideas as well as recommended resources

**Transforming Education for Peace** Jing Lin,Edward J. Brantmeier,Christa Bruhn,2008-06-04 This book emphasizes the importance of peace education showcasing strategies for educators to promote global peace through scholarship practice and activism It aims to broaden educational discourse presenting local and global efforts for lasting peace and is relevant to educators and the general public

*Three Decades of Peace Education Around the World* Robin J. Burns,Robert Aspeslagh,1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

*Peace Education* Nel Noddings,2011-11-14 There is a huge volume of work on war and its causes most of which treats its political and economic roots In *Peace Education How We Come to Love and Hate War* Nel Noddings explores the psychological factors that support war nationalism hatred delight in spectacles masculinity religious extremism and the search for existential meaning She argues that while schools can do little to reduce the economic and political causes they can do much to moderate the psychological factors that promote violence by helping students understand the forces that manipulate them

**Peace Education from the Grassroots** Ian M. Harris,2013-09-13 This book shares stories of grassroots peace education initiatives in thirteen nations highlighting the efforts of citizens teachers and activists to counteract violence It includes a chapter on the International Red Cross s human rights curriculum in various countries showcasing diverse peace education efforts

*Teaching Peace Through Popular Culture* Laura L. Finley,2023-11-07 This edited volume explores using popular culture to teach peace and justice covering topics like racism domestic violence structural violence conflict analysis decolonization critiques of capitalism and peacebuilding It includes theoretical backgrounds and concrete lessons using TV film music graphic novels and more

**Teaching Peace and Conflict** Catherine Vanner,Spogmai Akseer,Thursica Kovinthan Levi,2022-06-14 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  
Justice James B. McGinnis, 1984

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