

Education is the  
best weapon  
for peace.

*- Maria Montessori*



# Education And Peace

**Robin J. Burns, Robert Aspeslagh**



## Education And Peace:

Education and Peace Maria Montessori, 1992      **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 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.

**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, 3d ed.* Ian M. Harris, Mary Lee Morrison, 2014-01-10

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](#) 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, community education, religion, political science, sociology, philosophy. This would be good to compare with Monroe Pol Psych **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** 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. **More than a Curriculum** Johan Galtung, S. P. Udayakumar, 2013-02-01. Exploring the field of peace education, the bulk of the book analyzes and critically evaluates contemporary schools and universities. Providing some successful and not so successful alternative school and university

projects and experiments the book proposes peace and development education as a life process and presents a whole array of non conventional tools and approaches The unique feature of the book is that instead of putting emphasis on teaching peace and development it insists on being and becoming what we teach It makes a great textbook for education courses and programs and a good handbook for peace educators and peace researchers around the world The authors of the book are two teachers who are not attached to any regular educational institution anywhere in the world and are qualified to say what they have said in the book The two authors have played significant instrumental roles in promoting peace studies **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

*Social Education for Peace* C. Carter,2015-04-08 Carter illuminates and validates the vital role of visioning in social education The book features peace in social education with instructional recommendations planning resources and descriptions of transdisciplinary learning It elaborates mindful citizenship across social environmental ethical geographic economic and political realms **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 **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      **Education for Peace** Herbert Read,2012 This book deals with the everlasting problem of war and peace In it the author argues that mankind must be predisposed for peace by the right kind of education and he discusses how to devise methods of education which will prevent war

*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      **Education for Sustaining Peace through Historical Memory** Markus Schultze-Kraft,2022-02-12 Informed by the author s long standing work on violent conflict peace and education in countries of the Global South particularly Colombia this open access book presents a comprehensive narrative about the relationship between peace education historical memory and the sustaining peace agenda advocating for the adoption of a new perspective on education for sustaining peace through historical memory Education on and for peace in countries wrestling with or emerging from

protracted violent conflict is up against major challenges and both conventional and critical approaches to peace education are limited to address these Incorporating a focus on historical memory without losing sight of its own pitfalls into peace education can support learners and teachers to come to grips with achieving positive peace sustaining change at both the micro individual and macro social and institutional levels and to develop concepts and practices of effective and legitimate alternatives to violence and war Conceived in these terms historical memory oriented peace education also stands to enhance the work in progress that is the UN led sustaining peace agenda including its Sustainable Development Goals

*Education for Peace Student Manual* H. B. Danesh, Sara Clarke-Habibi, 2009-01 Designed for secondary school students and based on the teacher oriented Education for Peace Curriculum Manual this text present nine units on concepts that are integral to creating a culture of peace healing and excellence

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 rounds out the coverage

Betty A. Reardon: A Pioneer in Education for Peace and Human Rights Betty A. Reardon, Dale T. Snauwaert, 2014-08-26 Betty A Reardon is a world renowned leader in the fields of peace education and human rights her pioneering work has laid the foundation for a new cross disciplinary integration of peace education and international human rights from a gender conscious global perspective This collection of reflective inquiry and ongoing research gathers essential works on peace education and human rights 1967 2014 and provides access to Reardon s key works These texts have been foundational to the field of peace education during the past five decades of her practical experience The unique conceptualization of a holistic framework for organizing content and the practical and specific descriptions of pedagogies for the practice of critical peace education in schools and universities have made them essential resources for peace educators around the world several have already become standard texts for basic courses in the field The book also includes an overview of Reardon s career and a bibliography of her publications

**Peace Through Education (Routledge Revivals)** Derek Heater, 2013-06-26 First published in 1984 Peace Through Education records the history of the first 45 years of the Council for Education in World Citizenship CEWC It describes the rise in interest of increased international understanding in the years preceding the book s publication and highlights the influential role of the CEWC in encouraging educators to make the rising generations aware of threats to world peace Created in 1939 at a time of tense international crisis the organization s record is both an important and fascinating story The book provides an overview of the history and work of the organization

and assesses how far the Council has achieved its objectives and how successful it has been in satisfying needs and wielding influence



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### **Education And Peace Introduction**

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