



# Education For Peace

**Lokanath Mishra**



## Education For Peace:

**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, 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** 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 mrkt w Monroe Pol Psych **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 *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

*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

*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 presents nine units on concepts that are integral to creating a culture of peace healing and excellence

**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

**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* 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

**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 promotion 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

**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

*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

**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

**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

**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.

**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.

*Making School a Place of Peace* Theresa M. Bey, Gwendolyn Y. Turner, 1996. Imagine a peaceable place of learning where the total focus is on teaching and helping students learn. From superintendents to classroom teachers, this is what all education professionals want for their schools. *Making School a Place of Peace* gives you details on how to make nonviolence and peaceable behavior the norm in your school. The authors have included real-life examples and forms for assessing the culture and values of the school. They have included practical ways you can incorporate lessons about peace into the curriculum, such as using examples from children's literature. Particularly useful are the resources for helping to promote peace as a way of life, not just at school but at home and in the community as well. Involvement of parents, teachers, and children is stressed as a key factor in bringing about these changes.

*Comprehensive Peace Education* Betty Reardon, 2021-09-21. Betty A. Reardon's groundbreaking work, originally authored in 1988, provides one of the first and clearest articulations of the field of peace education in theory and practice. Through reflection on her own experiences, Reardon assesses the state of peace education and offers a new comprehensive approach. She addresses the need to help educators and citizens alike understand what peace education is, why it is needed, and how it is and should be pursued. She investigates the root causes of the violent conditions facing society so that we can better understand how education can be used to interrupt the cycles of violence and create the conditions for sustainable peace and justice. Comprehensive peace education, for the author, takes place at every level and in every subject area of both formal and non-formal education. In this special 2021 Edition, Reardon provides a new reflective introduction on the emerging needs and challenges to the field for the 21st century. Formal and non-formal educators, theorists, students, and activists will find practical and transformative wisdom immediately applicable to diverse conditions and contexts in *Comprehensive Peace Education*. Betty A. Reardon is acknowledged around the world as one of the founders of the field of peace education. She has been extensively involved in the international peace education movement and has been published widely in the field. She is a co-founder of both the International Institute on Peace Education and the Global Campaign for Peace Education.

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