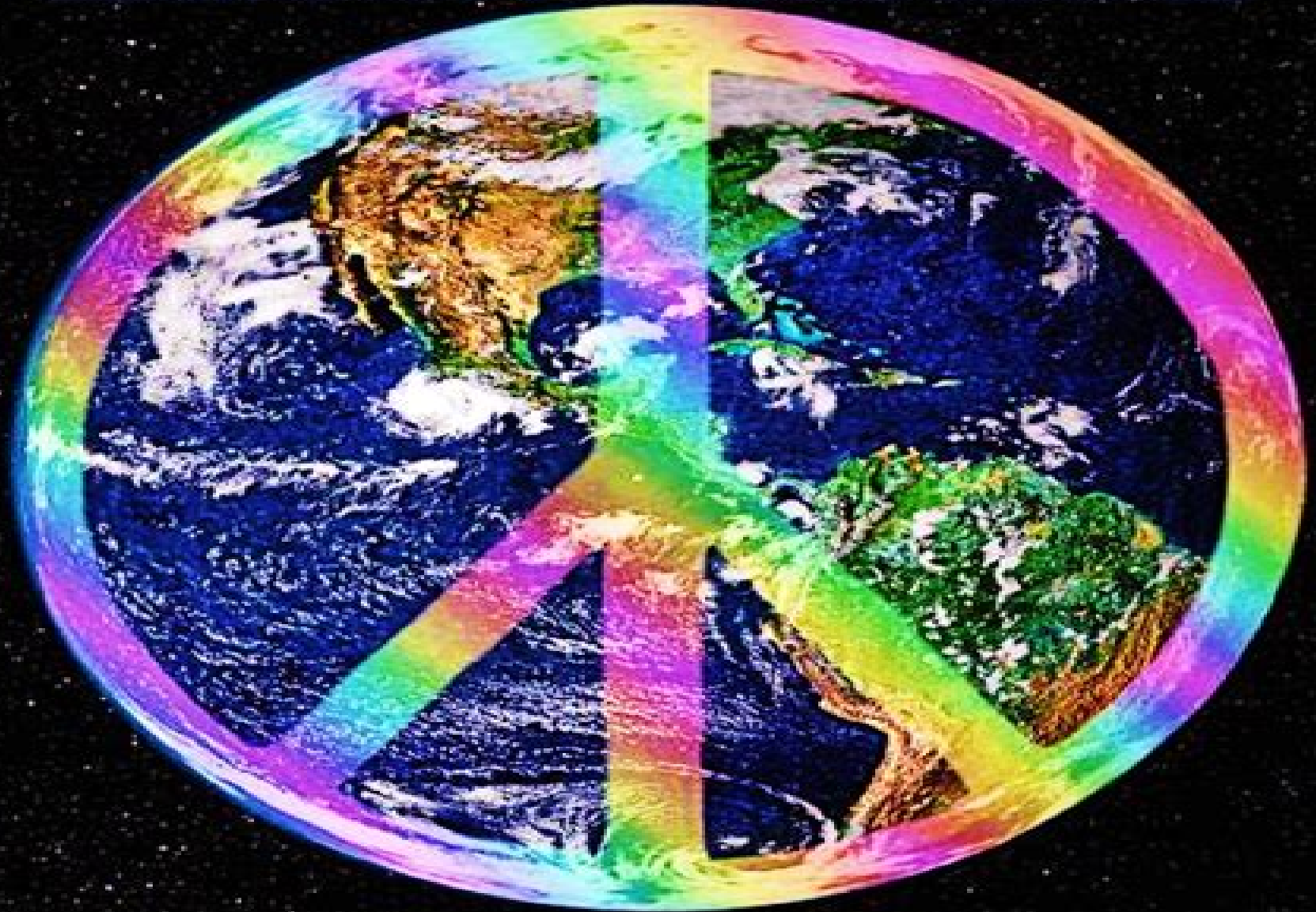


PEACE EDUCATION: LEARNING FOR SOCIAL CHANGE



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Peace Education

Ian M. Harris



Peace Education:

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 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 States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education **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 complement with Monroe Pol Psych **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

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 *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 query 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 question the editors and their contributing colleagues deliver a compelling set of revelations for Making a Difference in Peace Education for African and world citizens

Resources in Education ,1994-07 *Peace Education* Gavriel Salomon,Baruch Nevo,2005-04-11 Peace Education presents views on the nature of peace education its history and relationships to neighboring fields examines relevant psychological and pedagogical principles such as the contact experience conciliation through personal story telling reckoning with traumatic memories body work and the socio emotional aspects of reconciliation and introduces an array of international examples from countries such as Croatia Northern Ireland Israel South Africa Rwanda and the United States in order to generalize lessons learned A must have for all those thinking planning conducting and studying peace education programs it is intended for scholars students and researchers interested in peace and conflict resolution in higher education and volunteer and public organizations Its cross disciplinary approach will appeal to those in social and political psychology communication education religion political science sociology and philosophy *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 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 **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 **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** 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 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 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 Nel**

Noddings,2014-05-14 An approach to peace education designed to help students understand the psychological factors that push people into war and violence *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 How Children Understand War and Peace Amiram Raviv,Louis Oppenheimer,Daniel

Bar-Tal,1999-05-14 How Children Understand War and Peace If we had a better grasp on how children and adolescents develop ideas of war conflict and peace would it be possible to consciously influence these concepts toward more peaceful orientations Would it then be possible to integrate these psychological findings into educational programs throughout the world How Children Understand War and Peace is a landmark book that examines these two vital questions and provides a solid framework on which to build answers Written by an international panel of experts in the fields of developmental social

and educational psychology How Children Understand War and Peace presents a collection of the most current thoughts and insights into how children and adolescents develop an understanding of war conflict and peace Based on research studies done in Australia Canada Finland Holland Israel Portugal Northern Ireland Sweden and the United States this comprehensive volume presents evidence that perceptions of war and peace formed during childhood relate directly to adult perspectives on these critical issues The contributors present persuasive evidence that our knowledge about how youngsters from around the globe develop and form worldviews can be used to create educational programs that teach children peace education conflict management and conflict resolution How Children Understand War and Peace is an indispensable guide for psychologists educators and anyone concerned with building a solid foundation for a more peaceful world through knowledge and education What Children Can Teach Us and What We Can Teach Children How Children Understand War and Peace offers an international perspective on how the concepts of war and peace develop in children and how through overt teaching of conflict resolution and peacemaking skills in schools a more peaceful world could be created I welcome this important new book The editors and contributors have given us a new and valuable account of how young people understand the essential issues of war and peace Not only is this a large step forward in the study of child and adolescent social cognition but in addition the knowledge base in this book suggests ways to educate the younger generation toward more peaceful resolutions of dangerous social conflicts William Damon professor and director Stanford Center on Adolescence The first comprehensive overview of current research on children s understanding of peace conflict and war this book shows the richness of children s understanding in its sociocultural context It challenges us to think deeply about the connections between human development war and peace and about how to educate for a culture of peace Michael G Wessells professor of psychology Randolph Macon College This comprehensive book discusses research on how peace conflict and war are interpreted by youngsters from different cultures and how such knowledge can help educators contribute to building peace Anyone interested in peace and conflict child development and education will find many useful insights and a wealth of diverse approaches for working with children in this important new book ke Bjerstedt professor emeritus of education Lund University Sweden This landmark book will help open the way to advances in research on the development of children s conceptions of peace and on the practice of peace education Milton Schwebel editor Peace and Conflict Journal of Peace Psychology

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