



Educating For Culture Of Peace

Catherine Baillie Abidi



Educating For Culture Of Peace:

Educating Toward a Culture of Peace Yaacov Iram, Hillel Wahrman, Zehavit Gross, 2006-06-19 Based on lectures that were presented at the International Conference Education towards a Culture of Peace This conference was convened on 13 December 2003 by the The Josef Burg Chair in Education for Human Values Tolerance and Peace UNESCO Chair on Human Rights Democracy Peace and Tolerance School of Education Israel

Educating Toward a Culture of Peace Yaacov Iram, 2006-06-01 This volume on Education towards a Culture of Peace is a timely undertaking since the United Nations has proclaimed the years 2001-2010 as the International Decade for a Culture of Peace and Non Violence for the Children of the World A culture of peace as defined by the UN is a set of values attitudes modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals groups and nations UN Resolutions A RES 52 13 1998 Culture of Peace and A RES 53 243 1999 Declaration and Programme of Action on a Culture of Peace Most of the chapters in this book are based on lectures that were presented at the International Conference Education towards a Culture of Peace This conference was convened on 13 December 2003 by the The Josef Burg Chair in Education for Human Values Tolerance and Peace UNESCO Chair on Human Rights Democracy Peace and Tolerance School of Education at Bar Ilan University Israel This conference was held under the auspices of Israel National Commission for UNESCO and supported also by the Ministry of Foreign Affairs Jerusalem The office of Public Affairs of the US Embassy Tel Aviv Fulbright United States Israel Educational Foundation

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

PEACE STUDIES, PUBLIC POLICY AND GLOBAL SECURITY – Volume IV Ursula Oswald Spring, Ada Aharoni, Ralph V. Summy, Robert Charles Elliot, 2010-07-24 Peace Studies Public Policy and Global Security is a component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty one Encyclopedias The Theme on Peace Studies Public Policy and Global Security provides the essential aspects and a myriad of issues of great relevance to our world such as Processes of Peace and Security International Security Peace Development and Environment Security Threats Challenges Vulnerability and Risks Sustainable Food and Water Security World Economic Order This 11 volume set contains several chapters each of size 5000 30000 words with perspectives issues on Peace studies Public Policy and Global security These volumes are aimed at the following five major target audiences University and College students Educators Professional practitioners Research personnel and Policy analysts managers and decision makers and NGOs

Educating for Peace through Countering Violence Candice Carter, Raj Kumar Dhungana, 2023-11-08 This book advances knowledge about the implementation of peace and non violence strategies in education that counter violence Addressing both hidden and direct violence it examines the harm to wellbeing and learning through a unique exploration of the role of teachers and confronts the roots of violence in educational settings Presenting and critiquing a range of pedagogical tools case examples and research it examines how various methods can be used for identifying and proactively responding to conflicts such as injustice discrimination and prejudice among others Contributors present case studies from a range of global contexts and offer cutting edge research on the applications of these resources and how they contextualize peace education An essential read for educators teacher educators and peace scholars it crucially offers pathways for confronting and healing from violence in both formal and informal sites of education The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teaching Peace Through Popular Culture Laura L. Finley, 2023-11-01 Drawing from many disciplinary areas this edited volume illustrates the many ways that popular culture can be used to teach peace and justice Chapters address such topics as teaching about racism domestic violence structural violence conflict analysis decolonization critiques of capitalism and peacebuilding showing how different forms of popular culture can be utilized to enhance student learning Contributors provide both theoretical backgrounds and concrete lessons using TV film music graphic novels and more

Paths to a Culture of Tolerance and Peace Basma EL

Zein,Ahmed Al Jarwan,2022-09-01 We are living today in a multicultural world surrounded by people from different backgrounds cultures and religions Establishing tolerance and peace has become crucial Without these qualities social stability and communal harmony are threatened and acceptance of each other remains elusive Spreading a culture of tolerance and peace is necessary to address contemporary issues of world peace this includes reflection on the importance of refusing violence and adopting a more peaceful means for resolving disagreements and conflicts This book written by the world s foremost thinkers in this area aims to increase feelings of openness and respect toward others solidarity and sharing based on a sense of security in one s own identity and a capacity to recognize the many dimensions of being human in different cultural and social contexts Topics discussed in the book include Promoting Tolerance and Peace Teaching Tolerance and Peace Human Values Intercultural Interreligious dialogue Human Fraternity document *Peace, Literature, and Art - Volume II* Ada Aharoni,2009-08-30 Peace Literature and Art is the component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty one Encyclopedias Culture is the essence of individual and national identity What children and people read and watch and the kind of Culture Literature and Media they are exposed to through home education and society provide them with basic values attitudes and norms which affect and motivate them throughout their lives It is of crucial importance therefore that those stories we are exposed to at the socio cultural and educational levels which we watch on television in films and on the Internet and which we read should be peaceful ones which open our eyes to a humane world that can prosper from peace and harmony This Theme on Peace Literature and Art deals in two volumes and cover several topics related to Peace Education Definition Approaches and Future Directions Importance of a Literature and a Culture of Peace These two volumes are aimed at the following five major target audiences University and College Students Educators Professional Practitioners Research Personnel and Policy Analysts Managers and Decision Makers NGOs and GOs *Global Values Education* Joseph Zajda,Holger Daun,2009-08-11 Global Values Education Teaching Democracy and Peace which is the seventh volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in v alues edu tion globally It provides an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation and c parative education Above all the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in values education multiculturalism and moral education It offers a timely overview of current issues affecting values education comparative edu tion and education policy research in the global culture It provides directions in values education and policy research relevant to transformational educational reforms in the twenty first century see also Zajda Rust 2009 This book critically examines the overall interplay between values education globalisation dominant ideologies and implications for policy research see also Apple 2004 It draws

upon recent studies in the areas of globalisation equity social justice and the role of the State Zajda Biraimah Gaudelli 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering values education globalisation equity and multicultural education Various book chapters critique the dominant discourses and debates pertaining to values education multiculturalism and relevant comparative education discourses *Promoting Global Peace and Civic Engagement through Education* Pandey, Kshama, 2016-05-04 It is easy to see that the world finds itself too often in tumultuous situations with catastrophic results An adequate education can instill holistic knowledge empathy and the skills necessary for promoting an international coalition of peaceful nations *Promoting Global Peace and Civic Engagement through Education* outlines the pedagogical practices necessary to inspire the next generation of peace bringers by addressing strategies to include topics from human rights and environmental sustainability to social justice and disarmament in a comprehensive method Providing perspectives on how to live in a multi cultural multi racial and multi religious society this book is a critical reference source for educators students of education government officials and administration who hope to make a positive change **The Construction of the Customary Law of Peace** Cecilia M. Bailliet, 2021-06-25 This thought provoking book explores the emerging construction of a customary law of peace in Latin America and the developing jurisprudence of the Inter American Court of Human Rights It traces the evolution of peace as both an end and a means from a negative form i e the absence of violence to a positive form that encompasses equality non discrimination and social justice including gendered perspectives on peace *Learning Peace* Betty A. Reardon, Eva Nordland, 1994-04-12 *Understanding Peace Cultures* Rebecca L. Oxford, 2014-03-01 *Understanding Peace Cultures* is exceptionally practical as well as theoretically grounded As Elise Boulding tells us culture consists of the shared values ideas practices and artifacts of a group united by a common history Rebecca Oxford explains that peace cultures are cultures large or small which foster any of the dimensions of peace inner interpersonal intergroup international intercultural or ecological and thus help transform the world As in her earlier book *The Language of Peace Communicating to Create Harmony* Oxford contends here that peace is a serious and desirable option Excellent educators help build peace cultures In this book Shelley Wong and Rachel Grant reveal how highly diverse public school classrooms serve as peace cultures using activities and themes founded on womanist and critical race theories Yingji Wang portrays a peace culture in a university classroom Rui Ma s model reaches out interculturally to Abraham s children Jewish Christian and Muslim youth who share an ancient heritage Children s literature Rebecca Oxford et al and students own writing Tina Wei spread cultures of peace Deep traditions such as African performance art Buddhism Daoism Confucianism and Islam give rise to peace cultures as shown here by John Grayzel Sister Jewel a colleague of Thich Nhat Hanh Yingji Wang et al and Dian Marissa et al Peace cultures also emerge in completely unexpected venues such as gangsta rap unveiled by Charles Blake et al and a prison where inmates learn Lois Liggett s spiritual semantics Finally the book includes perspectives from Jerusalem by Lawrence Berlin and North Korea and South

Korea by Carol Griffiths to help us envision and hope for new transformative peace cultures where now there is strife

Pedagogies for Building Cultures of Peace Catherine Baillie Abidi, 2018-09-06 *Pedagogies for Building Cultures of Peace* explores how normalizations of violence are constructed from the perspective of young adults and how pedagogies can be created toward building cultures of peace Findings show the diverse ways in which enmity or the dehumanized other is constructed including through socialization processes associating difference as deficient systems of exclusion disengaged citizenship and cultures of competition and rivalry Results also show how critical adult education can reveal hidden forms of power embedded within normalizations of violence creating opportunities for peacebuilding education By collaboratively engaging in peace research with youth and by explicitly exploring power as a central component of violence violence transformation and peacebuilding education led by youth become imaginable **Transformative Research and Higher**

Education Azril Bacal Roij, 2022-03-08 Providing a critical look at how it is possible for institutions of higher education to go beyond the institutional constraints that plague the neo liberal university the authors of this volume explore the powerful role of transformative university based research and education **PEACE STUDIES, PUBLIC POLICY AND GLOBAL**

SECURITY - Volume II Ursula Oswald Spring, Ada Aharoni, Ralph V. Summy, Robert Charles Elliot, 2010-07-24 *Peace Studies Public Policy and Global Security* is a component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty one Encyclopedias The Theme on Peace Studies Public Policy and Global Security provides the essential aspects and a myriad of issues of great relevance to our world such as Processes of Peace and Security International Security Peace Development and Environment Security Threats Challenges Vulnerability and Risks Sustainable Food and Water Security World Economic Order This 11 volume set contains several chapters each of size 5000 30000 words with perspectives issues on Peace studies Public Policy and Global security These volumes are aimed at the following five major target audiences University and College students Educators Professional practitioners Research personnel and Policy analysts managers and decision makers and NGOs **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

Routledge International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of

education at the beginning of the new millennium Higher Education and Policy for Creative Economies in Africa Roberta Comunian, Brian J. Hrac, Lauren England, 2020-11-04 The book reflects on the role of the creative economies in a range of African countries namely Ghana Kenya Nigeria South Africa and Uganda Chapters explore how creative economies emerge and can be supported in African countries The contributors focus on two key dimensions the role of higher education and the role of policy Firstly they consider the role of higher education and alternative forms of specialised education to reflect on how the creative aspirations of students and future creative workers of these countries are met and developed Secondly they explore the role of policy in supporting the agendas of the creative economy taking also into consideration the potential historical dimension of policy interventions and the impact of a lack of policy frameworks The book concludes by reflecting on how these two pillars of creative economy development which are usually taken for granted in studying creative economies in the global north need to be understood with their own specificity in the context of our selected case studies in Africa This book will be of interest to students scholars and professionals researching the creative economies in Africa across the humanities and social sciences All the royalties from the publication of this book will be donated to the not for profit organisation The Craft and Design Institute CDI <https://www.thecdi.org.za> in South Africa supporting capacity building for young creative practitioners from disadvantaged backgrounds *The Art of Living in Peace* Pierre Gilles Weil, 2002 In the current tense international context UNESCO reaffirms its ideal of peace while working to promote harmony among nations Providing the foundations for a peaceful society requires more than directives It needs an in depth understanding of values respect for others and a thorough awareness of the importance of sustainable development and protection of the environment Education for peace is now more than ever a process of safeguarding humanity This guide is aimed at both teachers and educators worldwide as well as the public at large Pierre Weil is the Rector of the International Holistic University of the City of Peace Foundation in Brasilia UNIPAIX He has elaborated a transdisciplinary programme for peace education the basic seminar of which is The Art of Living in Peace This seminar aimed at teachers trainers and young people has been successfully used for more than ten years in several countries throughout the world UNESCO has contributed to the spread of the method which has lost none of its relevance and effectiveness

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