

EDUCATION FOR PEACE

*Building possibilities
through countering
hegemony*



Educating For Peace

Albert A Gayle



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 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 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, 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

Educating for Peace and Justice Mary Beth Gallagher, 1976

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 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

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

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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 *Educating for Peace* Educating for Peace, 1996 **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 *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

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 **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

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 Peace United States Institute of Peace, 1993

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

Transforming Education for Peace Jing Lin, Edward J. Brantmeier, Christa Bruhn, 2008-06-01

Currently peace education remains marginalized in our education system however a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship practice and activism Indeed educators around the world are developing effective strategies to transform education as a powerful force for global peace The diverse array of contributors in the book demonstrate that educators as peace makers can be and have been instrumental in transforming social forces the self and others for the construction of global peace The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace Local and global efforts to build a long lasting peace are presented through the lens of education The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals communities and organizations struggle to find pathways to peace in a global world In other words this book will interest scholars and the general public concerned about the building of global peace The book can be source book for educators at elementary secondary and postsecondary institutions to explore multiple ways to conduct effective peace education at all levels of education The book may also be used as a textbook by instructors of multicultural education of comparative international education and of undergraduate and graduate peace education courses

Educating for Peace and Justice James B. McGinnis, 1984

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web the control circuit is based on a cmos inverter ic1 type 40106 the motor is switched by a darlington with discrete components t1 t2 ic1a inverter operates as an oscillator whose duty cycle the t2 leads so the motor receives energy is determined by r2 c2 d3 gave the inactive signal oscillator when t2 is blocked is determined by r3 p1

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web an mcc comprises three buses for a three phase system and the cabinet consists of a circuit breaker a motor starter and a control transformer however the actual contents vary widely as per requirements the circuit breaker has a handle that goes through the door to switch it off without opening it for safety purposes

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