EDUCATING
TOWARD A CULTURE OF
PEACE

EDITED BY
Yaacov Iram

[Educating For A Culture Of Peace](#)

J Dewey

Educating For A Culture Of Peace:

Educating for a Culture of Peace Riane Tennenhaus Eisler,Ron Miller,2004 Educating for a Culture of Peace is a tool for meaningful and lasting social change toward a genuine culture of peace   **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   **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 1 3 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   *Positive Peace in Schools* Hilary Cremin,Terence Bevington,2017-04-07 Positive Peace in Schools offers a fresh and challenging perspective on the question of conflict violence and peace in schools Drawing on the most up to date theory and research from the field of peace and conflict studies this book provides readers with a strong understanding of the concept of positive peace and how the dimensions of peace keeping peace making and peace building can be robustly applied in schools This accessible book challenges educators everywhere to reconsider the nature of direct and indirect violence in schools and the structural and cultural factors that sustain it It engages with global traditions of harmony and balance that are often neglected in Western notions of liberal securitised peace in order to suggest a model for schools that integrates inner and outer peace The book also includes practical sections that outline restorative approaches to discipline peer mediation circle learning and classroom activities to promote mindfulness inclusion and wellbeing Taken together these provide a philosophy and a highly effective framework for building conflict literacy and a culture of peace in schools   *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 a Culture of Peace in a Gender Perspective** Betty Reardon,2001 The UN Declaration and Programme of Action on a Culture of Peace was adopted by the UN General Assembly in 1999 and has as one of its eight pillars the aim of fostering an international peace culture through education This book approaches the issues of social justice and peace studies from the perspective of gender equality The book is designed as a training resource for pre service and in service teacher training at upper secondary school level but can also be used at other educational levels as well as in non formal education Its aim is to help students develop the skills and capacities to promote the values and attitudes consistent with a culture of peace The book also contains suggested reading and internet sites for further study **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

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 1 3 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 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 a Culture of Social and Ecological Peace Anita Wenden,2004-08-25 Examines the overlapping aims values and concepts in peace and environmental education *Handbook on Building Cultures of Peace* Joseph de Rivera,2008-11-28 Mediation and negotiation personal transformation non violent struggle in the community and the world these behaviors and their underlying values underpin the United Nations definition of a culture of peace and are crucial to the creation of such a culture The Handbook on Building Cultures of Peace addresses this complex and daunting task by presenting an accessible blueprint for this development Its perspectives are international and interdisciplinary involving the developing as well as the developed world with illustrations of states and citizens using peace based values to create progress on the individual community national and global levels The result is both realistic and visionary a prescription for a secure future **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 **Towards a culture of peace** National Peace Council,1999 **Culture of Peace** Baidyanath Saraswati,1999 The Authors Share Their Concerns For Peace Situating Their Sensuous Intellectual Spiritual Experiences In A Culture Of Peace They Show How Education Individual Responsibility Philosophy Gandhian Non Violence Buddhist Compassion Etc Can Reinforce The Culture Of Peace **Educating the educators** ,1999 **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 *Learning Peace* Betty A. Reardon,Eva Nordland,1994-04-12 *Education for Peace Student Manual* H. B. Danesh,Sara Clarke-Habibi,2007-09-01 This project has taught us new approaches to conflict and how to live in peace with ourselves and with others Education for Peace taught us how to create our lives without violence in our homes schools and the whole country What is the secret of a peaceful life Are humans capable of peace How can we strive for a common worldview of peace What are the main peace related challenges and opportunities in today s world What would the peaceful use of power look like How can we resolve conflicts peacefully These and other crucial questions are explored in the Education for Peace Student Manual designed as a conceptual and practical guide for for secondary school students Books 1 and 2 of the Student Manual present a total of 9 units on concepts that are integral to a comprehensive approach to creating a culture of peace a culture of healing and a culture of excellence in our school communities The text covers such concepts as the oneness of humanity unity in diversity human rights and responsibilities as well as the skills of peace based conflict resolution leadership for peace and community based psychosocial recovery from the destructive impacts of confict and violence Each unit contains Core concept summaries and examples Reflection questions for understanding Interdisciplinary activity and project ideas Links to online sources for further exploration of key themes 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 and the Culture of Peace : Teaching, Learning and Decision-making* Friends Association for Higher Education (U.S.). Conference,Deborah L. Shaw,Sarah L. Walls,Haverford College,1995

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