

Theories Of Peace Education

Charles Webel, Jørgen Johansen

Building Cultures of Peace Randall Amster, Elavie Ndura-Ouédraogo, 2020-07-13 From violence and abuse within family units, to communities and regions torn apart by inter-group conflict and wars among nations, the human condition is rife with turmoil. The consequences of this seemingly perpetual strife weigh heavily on humanity, often creating feelings of powerlessness and hopelessness that only serve to breed more conflict and violence. In the face of these monumental challenges, initiatives for peace struggle to take root. Seeking effective ways to encourage these efforts, the United Nations adopted three declarations on the eve of the 21st century, including the “Declaration on a Culture of Peace” that broadly defines what the vision looks like and the actions necessary to build cultures of peace. Taking up this central challenge of our time, this volume of collected essays presents multiple perspectives on the critical issues of peace and conflict resolution that pervade the globe, addressing the UN’s charge to develop “values, attitudes, modes of behavior and ways of life conducive to the promotion of peace among individuals, groups, and nations.” Bringing together scholars and practitioners from fields including education, sociology, criminology, political science, and peace studies, this work constructively engages the task of creating peace and fostering hope in a conflict-ridden world.

The Promise of Integrated Multicultural and Bilingual Education Zvi Bekerman, 2016 Machine generated contents note: -- Introduction -- Part 1 -- Chapter 1: Positioning the Author -- Chapter 2: Theoretical Perspectives -- Chapter 3: Methodology: From Theory to Implementation -- Chapter 4: Schools in Their Contexts -- Part 2 -- Chapter 5: The Parents -- Chapter 6: Teachers at Their Work -- Chapter 7: The Children -- Part 3 -- Chapter 8: School Routines: Culture, Religion, and Politics in the Classroom -- Chapter 9: Ceremonial Events -- Chapter 10: Conflicting National Narratives -- Part 4 -- Chapter 11: The Graduates -- Chapter 12: Conclusions

Peace Research, 1992 A monthly journal of original research on the problem of war.

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 Psychology in Australia Diane Bretherton, Nikola Balvin, 2012-01-13 This book is a case study of the development of peace psychology in Australia. While there is, in comparison to other countries, relatively little overt violence, Australia the nation was founded on the dispossession of Indigenous people, and their oppression continues today. Peace Psychology in Australia covers the most significant issues of peace and conflict in the country. It begins with a review of conflict resolution practices among Australia's ancient Indigenous cultures and succinctly captures topics of peace and conflict which the country has faced in the past 222 years since British settlement. The fast population growth, thriving multiculturalism, leadership in international affairs and environmental isolation make Australia a microcosm for the study of human conflicts and peace movements.

Peace by Peaceful Means Johan Galtung, 1996-04-16 Johan Galtung, one of the founders of modern peace studies, provides a wide-ranging panorama of the ideas, theories and assumptions on which the study of peace is based. The book is

organized in four parts, each examining the one of the four major theoretical approaches to peace. The first part covers peace theory, exploring the epistemological assumptions of peace. In Part Two conflict theory is examined with an exploration of nonviolent and creative handling of conflict. Developmental theory is discussed in Part Three, exploring structural violence, particularly in the economic field, together with a consideration of the ways of overcoming that violence. The fourth part is devoted to civilization theory. This involves an exploration of cultural violence focusing on the deeper aspects of cultures. Finally, the threads of these four approaches are drawn together with a focus on peace action - peace by peaceful means.

Language & Peace Christina Schäffne, Anita L. Wenden, 2005-06-27 First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

The SAGE Encyclopedia of War: Social Science Perspectives Paul Joseph, 2016-10-11 Traditional explorations of war look through the lens of history and military science, focusing on big events, big battles, and big generals. By contrast, The SAGE Encyclopedia of War: Social Science Perspective views war through the lens of the social sciences, looking at the causes, processes and effects of war and drawing from a vast group of fields such as communication and mass media, economics, political science and law, psychology and sociology. Key features include: More than 650 entries organized in an A-to-Z format, authored and signed by key academics in the field Entries conclude with cross-references and further readings, aiding the researcher further in their research journeys An alternative Reader's Guide table of contents groups articles by disciplinary areas and by broad themes A helpful Resource Guide directing researchers to classic books, journals and electronic resources for more in-depth study This important and distinctive work will be a key reference for all researchers in the fields of political science, international relations and sociology.

Course Guide N. O. Aderibigbe, 2013

Addressing Ethnic Conflict through Peace Education Z. Bekerman, C. McGlynn, 2007-04-02 This collection on peace education includes contributions from an international group of scholars representing a wide variety of geographical conflict areas and exemplifying the multiple venues of peace educational labour. A strong emphasis is given to integrative and sustained long-term peace education efforts.

Peace and Conflict Studies Charles Webel, Jørgen Johansen, 2012 Peace and Conflict Studies: A Reader is a comprehensive and intensive introduction to the key works in this growing field. Presenting a range of theories, methodologies, and approaches to understanding peace and to transforming conflict, this edited volume contains both classic and cutting-edge contemporary analyses. The text is divided into six general sections: PART I: Peace Studies, Peace Education, and Peace PART II: Peace Theories and Peace Movements PART III: The Meanings and Nature of Conflict PART IV: Conflict Analysis, Transformation, and Prevention PART V: Nonviolent Action and Political Change. PART VI: Building

Institutions and Cultures of Peace With an extensive introduction, as well as recommendations for further reading and questions for the classroom, *Peace and Conflict Studies: A Reader* will be essential reading for students, teachers, and practitioners of peace and conflict studies, and conflict resolution. It is also highly recommended for students of peace operations, peacebuilding, sociology, international security and IR in general.

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.

World Encyclopedia of Peace: Articles N-Z Ervin Laszlo, 1986 V.1. Articles A-M. v.2. Articles N-Z. v.3 Treaties, chronology of the peace movement, Nobel peace prize laureates. v.4. Peace institutes and organizations, biography, journals, indexes.

An Introduction to the History of Educational Theories Oscar Browning, 1882

World Encyclopedia of Peace Javier Pérez de Cuéllar, 1999

Peace Studies Karuna Maddava, 1994

New Zealand Journal of Educational Studies, 1989

The Evolution of Educational Theory John Adams, 1912

Encyclopedia of Violence, Peace, & Conflict Lester R. Kurtz, 2008 The 2nd edition of *Encyclopedia of Violence, Peace and Conflict* provides timely and useful information about antagonism and reconciliation in all contexts of public and personal life. Building on the highly-regarded 1st edition (1999), and publishing at a time of seemingly inexorably increasing conflict and violent behaviour the world over, the *Encyclopedia* is an essential reference for students and scholars working in the field of peace and conflict resolution studies, and for those seeking to explore alternatives to violence and share visions and strategies for social justice and social change. Covering topics as diverse as Arms Control, Peace Movements, Child Abuse, Folklore, Terrorism and Political Assassinations, the *Encyclopedia* comprehensively addresses an extensive information area

in 225 multi-disciplinary, cross-referenced and authoritatively authored articles.

Theories of International Relations: Approaches to international relations: pluralism Stephen Chan, Cerwyn Moore, 2006
Comprises 80 articles representing the most influential theoretical writings by international relations scholars. Introduced by an essay from Stephen Chan and Cerwyn Moore, the four thematically organised volumes cover the major traditions of IR theory. Together these four volumes provide broad coverage of the subject and historical depth.

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