



**Peace Education Commission
of the International Peace Research Association
Newsletter
Issue – December, 2018**

Editors: Candice Carter and Raj Kumar Dhungana

We congratulate the 2018 winners of the Nobel Peace Prize, Ms. Nadia Murad and Dr. Denis Mukweg. Their work against sexual violence constitutes informal peace education through modeling, as well as peacemaking.



Dr. Mukwege and Ms. Murad, 2018 Nobel Peace Prize Winners



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Peace Education Commission at the 2018 Conference of the International Peace Research Association

The International Peace Research Association's 2018 Conference in Ahmedabad, India during November 24-28 had the theme of 'Innovation for Sustainable Global Peace.' The Peace Education Commission of the International Peace Research Association made 14 paper presentations at the 2018 IPRA Conference. The presentations described theories of, approaches to, and research on peace education throughout the world. In a plenary by the Peace Education Commission, 4 presenters described research on and trajectories of 'Peace Education in the Anthropocene.' In the business meeting of the Peace Education Commission, there was discussion about planning a virtual meeting of researchers in peace education. Those who are interested in facilitation of that possibility should contact Candice Carter (ccarter@peacemaker.st), who was reelected as a convener for the Peace Education Commission. The Peace Education Commission seeks a volunteer web facilitator for its online business. Wim Laven was elected as the new Program Chair of the Peace Education Commission. He will work with Candice Carter for preparation of the program in the next conference of the International Peace Research Association. A new feature of the program will be honoring of an original member of the Peace Education Commission whose work was seminal in this field.

We invite new memberships in the Peace Education Commission and information about recent work in this field at this website: <http://pec.peacesig.org>

We look forward to meeting PEC members at future IPRA conferences where we can learn about their research. Until then, the newsletters of the PEC will apprise its members of worldwide work that peace education and researchers of it are doing. Our aim is to inform about building peace through education.

Peace Education Sessions in the 2018 IPRA Conference at Ahmedabad, India

Session 1: Theory and Practices of Conflict and Peace Education in the Global North

Chair: Candice C. Carter, USA

Peace Education as Pilgrimage into Witness Consciousness

Roy Tamashiro, Webster University, USA

Peace Education through Working with Living-Together Narratives in Urban Civic Learning Spaces?

Katarina Marej, Münster University, Germany



Runnin' from the Pharcyde and TI's Warzone: Sneaking Peace and Social Justice into the Classroom Wim Laven, Kennesaw State University, USA



Session 2: Theory and Practices of Conflict and Peace Education in India

Chair: Wim Laven, Kennesaw State University, USA

Addressing UN Sustainable Development Goals through Peace Education

M. Ashaq Malik, Government Post Graduate College Rajouri, India

Peace Education: An Indian and Nepali Perspective
Subhash Chandra, Global Harmony Association, India



Strengthening Peace Education in Teacher Education Program of India
Lokanath Mishra, Mizoram University, India

System Determinants of Teacher Effectiveness for Teaching 'Learning to Live Together' in the Indian Contexts
Jwalin Patel, University of Cambridge, United Kingdom

Session 3: Theory and Practices of Conflict and Peace Education in Latin America

Chair: Subhash Chandra, Global Harmony Association, India

Disobedient Peace: Non-Cooperation Towards Inhumane Orders, Pietro Ameglio Patella, National University of Mexico-Serpaj, Mexico

Educational Experiences In the Formation of a Culture of Peace In School. Characteristics, Dilemmas and Challenges

Lucía Rodríguez McKeon, Universidad Pedagógica Nacional, Mexico



Reconstructing Social Fabric as a Determining Factor in Sustainable Peacebuilding: Impact of Musical Spaces with Victims of Violence in Colombia
Andrea del Pilar Rodríguez Sánchez, Jaume I University, Spain



Session 4: Peace Education Across World Regions

Chair: Candice C. Carter, USA

Education on Conflict Resolution Using Animation Works

Yuko Takabe, Yokohama National University, Japan

Michiko Muroi, SeisenJogakuin College, Japan

Harmonious Education for Peace and Harmony

Surendra Pathak, Gujarat Vidyapith, India



Session 5: Peace Education in a Global World

Chair: Candice C. Carter, USA

Collective discussion on the results of the commission

Peace Education Commission (PEC) Business Meeting, officer and board selection

Possible publication of the peace education research

Report for IPRA and PEC Newsletters

Plenary of the Peace Education Commission to the General IPRA Audience:

Peace Education in the Anthropocene

Panel: Candice C. Carter, Lucía Rodríguez McKeon, Subhash Chandra, Lokanath Mishra



Some abstracts of presentations by the Peace Education Commission begin on page 7.

Upcoming Conferences

American Educational Research Association, Peace Education Special Interest Group

April 5-9, 2019 in Toronto, Canada

<http://www.aera19.net>

Tomorrow People Peace and Conflict Resolution Conference

November 15-17 in Bangkok, Thailand

<https://www.pcrconference.org/dates--location.htm>

Related Events

Global Campaign for Peace Education: <http://www.peace-ed-campaign.org/> including

<http://www.peace-ed-campaign.org/9-gifts-peace-education-gives-year-round-and-a-note-of-thanks-from-betty-reardon/>

Events of Peace Education Network, Nepal: <https://www.evensi.com/peace-education-network-nepal-penn-lalitpur-009779851059073/268156443>

UN Secretary-General's Message for the International Day of Peace, 2018

This year we marked the International Day of Peace as we celebrated the 70th anniversary of the Universal Declaration of Human Rights. This foundational document is a reminder that peace takes root when people are free from hunger, poverty and oppression and can thrive and prosper.

With the Universal Declaration of Human Rights as our guide, we must ensure the achievement of the Sustainable Development Goals. I encourage you to speak up. For gender equality, for inclusive societies, and for climate action. Do your part at school, at work, at home. Every step counts. Let us act together to promote and defend human rights for all, in the name of lasting peace for all.



Abstracts of Peace Education Commission presentations in the IPRA 2018 Conference.

Wim Lavin

“Runnin’ from The Pharcyde and TI’s Warzone; Sneaking Peace and Social Justice into the Classroom”

As a participant researcher, I brought issues of peace and social justice into the classroom with the use of student-centered activities and contemporary music videos. This paper presents the lesson plan for the activities surrounding the discussion of the two videos as well as the themes of direct and structural violence. The conversation turns to problem solving and the challenges with reaching agreements and creating change. This is followed by commentary on the strengths and weakness of this approach that have been observed in using this activity two dozen times. This paper includes ethnographic and auto-ethnographic examination contained within the discursive body of hip-hop.

Katarina Marej

Peace Education through Working with Living-Together Narratives in Urban Civic Learning Spaces? Which role can research play for the transformation of education and society?

Social Cohesion is a research field with increasing scientific as well as political impact. For dealing with it in educational contexts civic and peace education approaches should be combined. This could prevent it from becoming a nationalist, hegemonic, neocolonial concept and emphasizes its potential for social justice and inclusion. In the current state of this project it can be stated, that future-orientated group workshops show an emancipatory impact on the participants and broaden the researchers’ theoretical understanding.

Subhash Chandra

Peace Education: An Indian and Nepali Perspective

The paper describes rationale for peace education. It explains the meaning of Global Peace Science to analyze, study, and solve the global crisis of violence, poverty and development in the 21st century. The paper explores the Universal peace values for Social Harmony and also for Living and Learning Together in 21st century. It addresses how those values have been enacted in Nepal and India. It briefly explores Gandhian models of peace education with a focus on unity.

Jwalin Patel

Learning to Live Together, Pilot Study Findings: Teachers’ Conceptualization, Teaching Practices, and Influences

“Learning to live together” forms one of the four UN pillars of education. There is a long standing interest in synergetic concepts in India; emphasized by philosophers like Mahatma Gandhi, Dalai Lama, Aurobindo Ghose, Jiddu Krishnamurthi and Rabindranath Tagore. They have personally founded or have directly inspired schools, some that have been running for more than a century. Here, I present a multiple case-study research plan along with the pilot findings. I use complex system theory and human capabilities approach to explore teachers’ conceptualization and teaching practices for learning to live together and the systemic influences that influence them.



Lokanath Mishra

Approaches and Strategies of Peace Education to Create A Better World

The present world is turning into a global village; every citizen of the world wants this global village to be a place of peace based on the principle of freedom, equality, and fraternity. This global village is also a place with plural democratic society. The need to make the present world a peaceful global village is being felt by educationists and they are of the view that the most effective and permanent instrument to achieve the above objective is the instrument of education. In this paper the author developed a framework on the basis of the perception of stakeholders from which schools may devise a program comprising the transmission of universal values and enduring attitudes, and the development of skills which will enable our students to become active global citizens.

Andrea del Pilar Rodríguez Sánchez

Impacts of Armed Conflicts on the Social Fabric of Victims and an Example of its Reconstruction through Musical Spaces in Colombia

This presentation identifies the contributions of a collective musical program in reconstructing the social fabric of participants who were victims of the armed conflict in Colombia. The life histories and sounds postcards of the research participants revealed damage to the social fabric. Categories of the social fabric were networks, bonds, and resources. Creation of a collective musical space was beneficial in reconstructing trust and solidarity for repair of the social fabric. A temporary musical identity, realized by learning music; trust first of a small group and later of a society, through contact with companions and teachers; and questioning the logic of war which has permeated the surrounding culture: are some of the elements which mitigated the harm suffered and assisted in the process of sustainable reconstruction of the survivors' social fabric, and their surroundings.

Yuko Takabe and Michiko Muroi

Education on Conflict Resolution Using Animation Works

The society we live in now is full of war, conflict, poverty, discrimination, and environmental problems. We are presently far from being peaceful. Takabe created three animated video works about learning the theories and skills of Conflict Resolution by non-violent means. They will help people to create a peaceful society. The theoretical framework is the Transcend Method, by Johan Galtung. The authors try to investigate how these three works have elicited the educational effects on conflict resolution. Following-up occurs based on the results of viewing of these animations in the workshop, and questionnaires to students afterward.

Candice Carter

Peace Education in the Anthropocene: Past, Present, and Future Directions

The Anthropocene is a signifier for the epoch of negative human impact on the earth's environment. Ethics has characterized education for peace in the past. Peace education in the recent past and present has been a response to conflicts. Concerns about destruction from ecocide, genocide, and modern warfare, along with continual discrimination, stimulated an expansion beyond ethical guidelines for peace. Peace beyond earth will become a component of peace education to address conflicts that occur while humans expand their interactions throughout the solar system.

Have a Happy and Peaceful New Year in 2019!