



**Peace Education Commission
of the International Peace Research Association
Newsletter**

Issue – November 2017

Dear IPRA Peace Education Commission Members, Peace Researchers, and Friends:

Throughout our planet, the need for peace education remains clearly evident with increasing urgency. The relevance of peace education for violence prevention and post-conflict recovery continues. Due to the contextual nature of peace education, there is a need to report the multiple forms it has had and research on them. Members of the Peace Education Commission (PEC) of the International Peace Research Association study and disseminate information about these worldwide variations of peace education. Their examinations have included qualitative, quantitative, and arts-based methods of research. The reporting of these methods occurs in the biannual meeting of the International Peace Research Association (IPRA). Between the occurrences of that research conference, the reports about peace education have taken place in other related venues as well as in publications. We provide in this newsletter information that was recently sent to us about peace education. We also invite new memberships in the Peace Education Commission and information about recent work in this field. Please use this PEC website for those purposes: <http://pec.peacesig.org>

We look forward to meeting PEC members at 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.

Yours in research and friendship,

Candice Carter and Raj Kumar Dhungana

IPRA, PEC Conveners

In this Issue

A brief history of IPRA Peace Education Commission, news, publications, and related links.



IPRA Peace Education Commission

In 1964, IPRA was founded. The PEC was founded in 1972, at the IPRA Conference in Bled, Yugoslavia. The first Secretary (convener) was Christoph Wulf of Germany. Since then, the PEC has been one of the most active commissions of IPRA. Its *Journal of Peace Education* (JPE) was founded in 2002. Subscription to the JPE is available at the following link:
<http://www.tandfonline.com/toc/cjpe20/current>

Share Related Links

The organizations and links pertain to peace research in across world regions. Please use the Contact page to share active links to other organizations with conferences that present peace research. PEC Website, <http://pec.peacesig.org>

News and Publications

Reflection on the Asia Pacific Peace Research Association Conference by Kazuyo Yamane: Kyoto Museum for World Peace, Ritsumeikan University, Japan

The Asia Pacific Peace Research Association (APRA) Conference was held at the Centre for Policy Research and International Studies of the Universiti Sains Malaysia on August 23–25, 2017. The conference theme was “Promoting Peace and Upholding the Transcendent Dignity of the Human Person in the Asia-Pacific Region. Kazuyo Yamane organized a panel on Peace Education through Peace Museums.

Panelists

1. Kazuyo Yamane: Kyoto Museum for World Peace, Ritsumeikan University
The Present Situation of Museums for Peace in Japan and Peace Education Through Grassroots Museums for Peace
2. Yuchao Wang: John Rabe Memorial
John Rabe Memorial at Nanjing University and Self-Formation: A Philosophical Perspective on the Reconciliation Process at Peace Museums in Japan and China
3. Koodo Chung/ Hyeyeon Kim: No Gun Ri Peace Memorial
Tragic Memories of No Gun Ri Victims’ Community and Review on their Efforts for Human Rights Enhancement, Social Healing and Reconciliation
4. Roy Tamashiro: Webster University in the USA
Lessons from Jeju 4.3: Social Healing & Reconciliation at Sites of Massacre
5. Ahmad Murad Merican: Universiti Sains Malaysia Representing Colonialism. A Museum reminding us “it is not over.”



A peace researcher said that it was the first time for him to learn efforts for peace education through peace museums in Asia. She was very impressed with the religious harmony in Malaysia. As a Japanese visitor, it was an opportunity to see Japan from the Malaysian lens, suffering from the Japanese colonialism, during World War II.

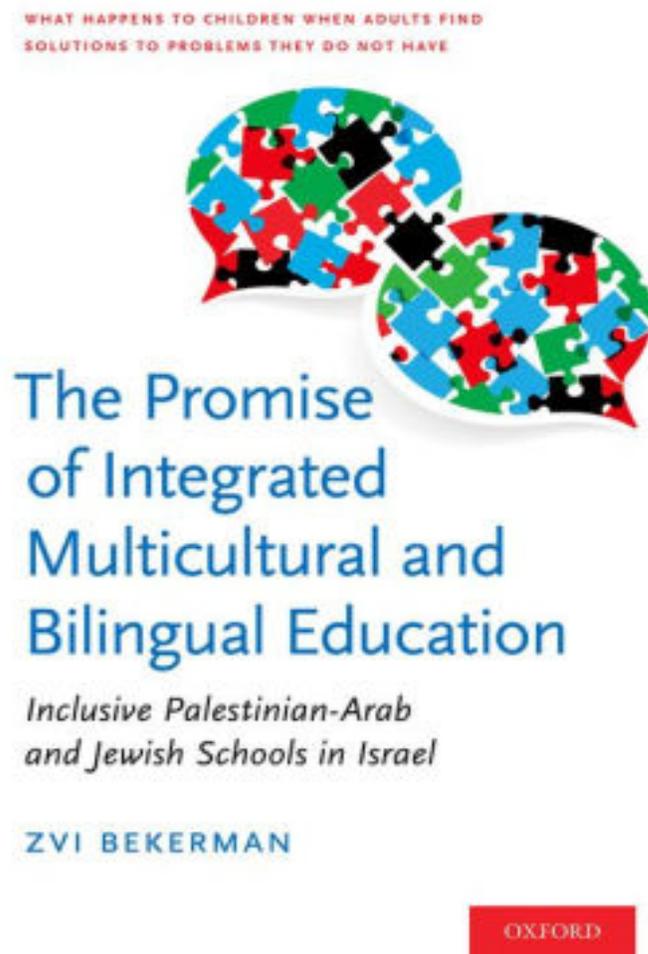
It was said that the next IPRA Conference will be held in December 2018 and the next APPRA Conference will be held in Indonesia in 2019. It was a good opportunity to promote peace research and peace education by exchanging ideas and networking at the APPRA Conference. A book with selected papers will be published in the future.

Murakami, T., Asakawa, K., Takeuchi, H. (Ed.). (March 18, 2017). *Encyclopedia of Peace Education*. Kyoto City, Japan: Kyoto University of Education. Available at http://kyoiku.kyokyo-u.ac.jp/gakka/heiwa_jiten/index.html. Dr. Kazuyo Yamane wrote an article in this publication about the *Journal of Peace Education*. http://kyoiku.kyokyo-u.ac.jp/gakka/heiwa_jiten/peace_education.html



The Promise of Integrated Multicultural and Bilingual Education

Oxford University Press 2016



The Promise of Integrated and Multicultural Bilingual Education presents the results of a long-term ethnographic study of the integrated bilingual Palestinian-Jewish schools in Israel that offer a new educational option to two groups of Israelis—Palestinians and Jews—who have been in conflict for the last one hundred years. Their goal is to create egalitarian bilingual multicultural environments to facilitate the growth of youth who can acknowledge and respect "others" while maintaining loyalty to their respective cultural traditions. In this book, Bekerman reveals the complex school practices implemented while negotiating identity and culture in contexts of enduring conflict. Data gathered from interviews with teachers, students, parents, and state officials are presented and analyzed to explore the potential and limitations of peace education given the cultural

resources, ethnic-religious affiliations, political beliefs, and historical narratives of the various interactants. The book concludes with critique of Western positivist paradigmatic perspectives that currently guide peace education, maintaining that one of the primary weaknesses of current bilingual and multicultural approaches to peace education is their failure to account for the primacy of the political framework of the nation state and the psychologized educational perspectives that guide their educational work. Change, it is argued, will only occur after these perspectives are abandoned, which entails critically reviewing present understandings of the individual, of identity and culture, and of the learning process. Zvi Bekerman is particularly interested in how concepts such as culture and identity intersect with issues of social justice, intercultural and peace education, and citizenship education.



EDUCATION
FOR PEACE

Research, Training, Service, Consultancy

www.efpinternational.org

EDUCATION FOR PEACE INTEGRATED CURRICULUM SERIES

Education for Peace Curriculum Manual: a conceptual and practical guide, by H.B. Danesh & Sara Clarke-Habibi (2007), Volumes 1. Vancouver, EFP Press. (For educators) English, Spanish, and Serbo-Croatian, 386 pages

Education for Peace Student Manual: a conceptual and practical guide, by H.B. Danesh & Sara Clarke-Habibi (2007): Volume 2, Book 1. Vancouver, EFP Press

Education for Peace Student Manual: a conceptual and practical guide, by H.B. Danesh & Sara Clarke-Habibi (2007): Volume 2, Book 2. Vancouver, EFP Press.

Peace Moves: An Exploration for Young People, by H.B. Danesh (2004, 2nd Edition 2010), EFP Press. Victoria (Canada)

English, Spanish, and Serbo-Croatian languages of BiH, 164 pages ***Education for Peace Reader***, H.B. Danesh Editor (2011), EFP Press, Victoria, Canada, English, 347 pages.
http://efpinternational.org/wp-content/uploads/2011/11/efp_reader.pdf

The Mysterious Case of the I.W.s: a story to help children to cope with death, by H.B. Danesh (2012). EFP Press, Victoria (Canada). English, Spanish, Turkish, and French (translated, not yet published) 40 pages

The Unity-Based Family: An Empirical Study of Healthy Marriage, Family, and Parenting, by H.B. Danesh with Azin Nasser, Cambridge Scholars Publishing, Newcastle upon Tyne, UK, (2017), English, 245 pages.

Unity-Based Decision-Making and Conflict Resolution: Conceptual and Practical Training Manual by Roshan and H.B. Danesh (PDF Format, 100+ pages. English

Youth Peace-builders Network (YPN): Conceptual and Practical Training Manual by Krister Lowe, Roshan Danesh, et al (PDF Format, 100+ pages. English

To obtain these books see: http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=h.+b.+danesh



Books at Palgrave by Candice C. Carter:

Social Education for Peace: Foundations, Teaching, and Curriculum for Visionary Learning

<http://www.palgrave.com/us/book/9781137542731>

Youth Literature for Peace Education

<http://www.palgrave.com/us/book/9781137362261#otherversion=9781349472642>

Conflict Resolution and Peace Education: Transformations across Disciplines

<http://www.palgrave.com/us/book/9780230620636>

Peace Philosophy in Action

<http://www.palgrave.com/us/book/9780230622401>

Peace Education in National Curriculum - Nepal

The government of Nepal, in the year 2017 has completed its 10-year cycle of the curriculum



integration with peace education. That school level national curriculum was initiated in 2007. In post-conflict Nepal, the Curriculum Development Centre (CDC) has included the content to address the roots causes of conflict, conflict management, and life skills of adolescents. It also included knowledge related to human rights, gender equality and social inclusion, tolerance, respecting diversity, challenging corruption, along with promotion of the rule of law and justice through the formal-education system. The integration process started in 2007 with signing a memorandum of understanding between CDC and supported by UNICEF, UNESCO, Save the Children. In addition, National Human Rights Commission, Peace Education Network Nepal and other local organizations and the UN Regional Centre for Peace and Disarmament

provided additional support in the process of the curriculum integration.

For more information: contact:

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Point of View

Peace Education for Global Citizenship

Werner Wintersteiner

In today's globalized world, we need a planetarium viewpoint, combining the understanding of the unity of humankind with the acknowledgment of its political, economic and cultural diversity and inequality. This idea of *pluriversity* is the basis of global citizenship and global citizenship education (GCED). In the last years, GCED has become a growing agenda of peace education and related pedagogies. It is endorsed by UNESCO and included in the Sustainable Development Goals (SDGs) as target 4.7, voted by the General Assembly of the UN in 2015.

Since 2012, the *Centre for Peace Research and Peace Education* at Klagenfurt University (Austria) offers a three years Master's Programme (further education) in GCED. This is cooperation with the NGO *KommEnt* and the *Carinthian Teacher Training College*. The Programme consists of several face-to-face seminars and workshops, a one week study trip to a chosen country, and several online activities in the virtual class room.

It is the combination of civic education, global learning, intercultural learning and peace education that constitutes the new and unique feature of this programme. The participants develop specialist knowledge and didactic competences that allow them to create teaching and learning processes, to plan, implement and document curricula and do curricula research.

The programme is targeted at professionals involved in the training (and continuing education) of teachers. It is also open to teachers of all school types and levels in German-speaking regions, as well as to participants from the areas of adult education, politics, (public) administration, media and society (social issues), who are multipliers in these areas. Most courses are taught in German, while some lectures and texts are provided in their original English version. In the first cycle, ending in 2015, more than 20 students graduated; in the second cycle, scheduled from 2016 to 2018, more than 30 students are enrolled.

Meanwhile, the programme has become a flagship and a focal point for a series of others GCED and peace education activities in Austria, and beyond. A network has been created by former and current participants of the Programme, together with some of the trainers and teachers, as well as with other experts. Once a year, a conference on GCED takes place, dedicated to the implementation of global citizenship education in schools. Other, short GCED Programmes have been developed and carried out. The first steps are done to implement



GCED into the regular teacher training programmes. The staff members of the programme are often asked to held lectures and give papers at various occasions, including the UNESCO Forum on Global Citizenship Education (Paris 2015 and Ottawa 2017), APCEIU conferences (Korea), and including work in Germany, Italy, Armenia, Iran as well as with African universities, They serve as experts in the national council for implementation of SDG target 4.7, established by Austrian Federal Ministry of Education. Furthermore, the team has published a manual on GCED which is also available in English for a free download(http://www.uni-klu.ac.at/frieden/downloads/Unesco-Broschure_engl_Online2_12.pdf).

Werner Wintersteiner, retired Professor at Klagenfurt University and founder of the Centre for Peace Research and Peace Education, is the academic director of the GCED master's programme. Email: werner.wintersteiner@aau.at

Related Organizations

Asia-Pacific Peace Research Association, <http://appra.net>

European Peace Research Association, <http://euprapeace.org/eupra/>

Peace and Justice Studies Association, North America, <http://www.peacejusticestudies.org>

Peace Education Special Interest Group of the American Educational Research Association
<http://www.aera.net/SIGo74/Peace-Education-SIG-74>

Latest IPRA Conference

International Peace Research Association 2016 Conference Brochure

<https://iprapeace.org/images/newsletters/IPRA%202016%20Freetown%20%20CONFERENCE%20%20BROCHURE.pdf>

Upcoming Conference

American Educational Research Association, Peace Education Special Interest Group

<http://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-Theme>



Featured Doctoral Student

Jessica Cira Rubin, a doctoral candidate in the Department of Curriculum and Instruction at The University of Texas at Austin, is currently conducting research about the experiences of teachers from the United States who traveled to India to learn about *ahimsa* and practical nonviolence. Educators from across the USA participated as part of an international professional development immersion program hosted by the International School for Jain Studies and designed to provide a context for experiential learning about living nonviolently. Attending teachers are encouraged to incorporate this learning into their lives at home, including teaching nonviolently, and making space to teach peace and nonviolence as elements of curriculum. Alongside immersive learning, travel, and peace studies, the study prioritizes literacy in many forms while acknowledging the complex entanglements of literacy and violence (Bhattacharya, 2011; Stuckey, 1991). The emphasis is on the literacies activated by teachers as learners, the subsequent teaching of and through various literacies, and the nurturing of participants' abilities to "read" the (non)violence of the word and the world (Freire & Macedo, 1978).

Data collection for this dissertation study is occurring over three phases; data were collected from teacher participants before attending the summer 2017 program and throughout their time in India as members of the 2017 program cohort. Because the program is designed to be experiential and the element of travel was essential to teachers reimagining their perceptions of violence and nonviolence, Jessica attended the program alongside participants and collected data throughout the trip. Currently, in the third and final phase of the project, several teachers have been selected for follow-up in order to understand the ways they view their teaching after learning about nonviolence, and to get a sense of how and to what degree they see their teaching as influenced by their experiences in the program. In the Jain understanding that is at the foundation of the program, *ahimsa* is active nonviolence that extends beyond humans' interactions with other individuals, and includes interactions with and responsibilities toward the more-than-human world (Nxumalo, 2012) including animals, plants, objects, and the environment, and with communities through participation in economic and social systems. So, while overt physical violence between human beings and among groups of human beings is certainly a concern in schools and in the world, *ahimsa* also includes attention to kinds of violence that are often named separately and even treated as separable issues, such as bullying, structural violences like institutionalized racism and sexism, micro aggressions, the violences of extractive economic practices and colonialism, and ecological and environmental violences.



In addition to the centrality of peace education and nonviolence in the subject matter of the professional development program, the project endeavors to draw on research practices that prioritize nonviolence and incorporates theoretical commitments that emphasize the possibilities and responsibilities of nonviolence. This study considers posthumanist perspectives and draws on theories like critical affective literacy (Anwaruddin, 2016), an alternative mode of critical literacy intended to move beyond its more “rationalistic” form, which “may not enable us to cope with the ethical dilemmas in our responsiveness to human sufferings” (p. 381). Data collection will continue into early 2018, and Jessica hopes to present understandings as they emerge from this work at conferences later that year.

International Day of Peace 2017 – Theme

