

CURRENT THINKING ON PEACE EDUCATION

2ND UNESCO FORUM ON
GLOBAL CITIZENSHIP EDUCATION

TONY JENKINS

DIRECTOR, PEACE EDUCATION INITIATIVE
THE UNIVERSITY OF TOLEDO



JUDITH HERB COLLEGE of EDUCATION
PEACE EDUCATION INITIATIVE
THE UNIVERSITY OF TOLEDO



DEFINITIONS

- Peace education prepares and nurtures learners with the knowledge, skills, capacities and attitudes necessary to confront and end violence (war) and injustice and promote a culture of peace.
- It is education that prepares people to think about and plan for alternatives – to change the future from the present.
- It is education both about and for peace.

EMERGENT THINKING

1. Comprehensive in scope
2. Ethically grounded
3. Holistic and interconnected
4. Transformative in nature



COMPREHENSIVE PEACE EDUCATION



Goals of the Campaign:

1. To build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world.
2. To promote the education of all teachers to teach for peace.

- violence is systemic and interconnected;
- requiring a systemic educational response
- comprehensive peace education is lifelong, occurring in all spheres of learning
- mainstreaming peace education is an essential challenge
- all education is peace education



ETHICALLY GROUNDED



“...peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”

(The Earth Charter, 2000).



HOLISTIC PEACE EDUCATION



Learning Goals of Holistic Peace Education



personal

- Management of internal conflict
- Social – emotional well-being
- Preparation for engagement with others



social

- management of interpersonal conflicts/differences
- empathy & understanding



political

- cooperative/democratic decision-making
- engaging across cultures
- building a world together
- critical thinking



institutional

- establishing norms of equity and justice
- building/transforming/planning institutions to maintain a just, social order
- skills of analysis



ecological

- respect for and an awareness of the interdependence of all life



Transformative Pedagogies / Modes of Learning



personal

Opportunities for reflection, Journaling, Meditation, Contemplative practices



social

Perspective taking, Reflective listening, Cooperative / collaborative learning



political

Critical thinking, Consensus-building, Dialogue, Political decision-making



institutional

Cooperative planning, Futures thinking, Restorative justice practices, Designing alternative systems



ecological

Systems thinking, Holistic thinking, Experiences in/with nature



THANK YOU!

Tony Jenkins
Director, Peace Education Initiative
The University of Toledo
www.utoledo.edu/education/peace

Tony.Jenkins@utoledo.edu
419.530.2552

International Institute on Peace Education
www.i-i-p-e.org

Global Campaign for Peace Education
www.peace-ed-campaign.org

