

# EDUCATION FROM THE OTHER AND THE HOPE OF PEACE

*Rebeca Heringer*

---

In the pursuit of anti-racism education, this article offers a critical analysis of the current field of peace education in mainstream schools of countries such as Canada, where the absence of armed conflict coexists with the violence of racism. Following a Levinasian conceptualization of responsibility, I argue that current educational approaches, especially when race/racism remains unaddressed and when subjugated to a neoliberal mindset and the shortcomings of democracy ideals, may not be sufficient to welcome the racialized Other and to provide all students with a true ethical education. Focusing on Black refugees and using the lenses of a peacemaking circle, Salomon's peace education framework, as well as contributions from psychoanalysis, Derrida's ethics of hospitality, and philosophers of education, this article articulates a reimaged possibility for peace education in places where the hope of peace lies exactly in the much-avoided encounter with the Other.

---

## INTRODUCTION

Being among the countries that receive the highest number of refugees in the world, Canada is a commonly sought-after haven by individuals fleeing from wars and grave economic issues in the pursuit of a better life. But although invisible and silent to the eyes and ears of the dominant society (nationally and internationally), the violence of racism remains pervasive in the classrooms (and society as a whole) of many countries considered peaceful, including Canada.<sup>1</sup> While some anti-racism educators have articulated pedagogical

PEACE RESEARCH

*The Canadian Journal of Peace and Conflict Studies*

Volume 53, Number 2 (2021): 1-31

©2021 Peace Research