

Document On Peace Education

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Explore this foundational document on peace education, offering insights into its core principles, methodologies, and practical applications for fostering understanding, empathy, and conflict resolution. This comprehensive resource is essential for educators, students, and practitioners dedicated to cultivating a more peaceful and just society through learning.

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Peace Education, 3d ed.

Now in its third edition, Peace Education provides a comprehensive approach to educating for a just and sustainable future. It begins with religious and historical trends that have molded our understanding of "peace" and then presents a variety of ways to practice peace education in schools and communities, and explains how it can motivate students. The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force. Instructors considering this book for use in a course may request an examination copy [here](#).

Education for Peace

Study conducted at Karbi Anglong and N.C. Hills districts of Assam.

Document on Peace Education

Peace Education: * presents views on the nature of peace education, its history, and relationships to neighboring fields; * examines relevant psychological and pedagogical principles, such as the contact experience, conciliation through personal story telling, reckoning with traumatic memories, body-work, and the socio-emotional aspects of reconciliation; and * introduces an array of international examples from countries, such as Croatia, Northern Ireland, Israel, South Africa, Rwanda, and the United States in order to generalize lessons learned. A "must have" for all those thinking, planning, conducting, and studying peace education programs, it is intended for scholars, students, and researchers interested in peace and conflict resolution in higher education and volunteer and public organizations. Its cross disciplinary approach will appeal to those in social and political psychology, communication, education, religion, political science, sociology, and philosophy.

Peace Education

The growing literature on Peace Education reflects a dynamic field. Since the early decades of the 20th century, "Peace Education" programmes around the world have represented a number of focal themes, including anti-nuclearism, environmental responsibility, international understanding, communication

skills, non-violence, human right awareness, democracy, conflict resolution techniques, tolerance of diversity, co-existence and gender equality among others. Peace Education includes cultivation of peacebuilding skills, e.g. dialogue, mediation, artistic endeavors. Peace educators, then teach the value of respect, understanding and nonviolence, present skills for analyzing international conflict, educate for alternative security systems and use a pedagogy that is democratic and particular. Thus, peace education as a practice and philosophy refers to matching complementary element between education and society, where the social purpose (i.e. why teach), educative process are conducive to fostering peace. Accordingly, peace education is dialogical experience conducted through participatory learning, where learners communally and co-operatively grapple with contemporary issues (i.e., talking points) related to local and global contexts (Akaamaa, 2013).

PEACE EDUCATION

The rise of peace education both in scholarship and in practice has yielded numerous documents, websites, and publications with often divergent perspectives on what the field is, does, and means. The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date, so as to provide a common denominator for the various actors involved in advancing peace education internationally. Thus, this edited volume serves as an essential reference guide that traces the history and emergence of the field, highlights foundational concepts, contextualizes peace education practice across international and disciplinary borders, and suggests new directions for peace educators. From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations, the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field's most renowned scholars. This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non-governmental organizations in the field of peace education.

Encyclopedia of Peace Education

This handbook encompasses a range of disciplines that underlie the field of peace education and provides the rationales for the ways it is actually carried out. The discipline is a composite of contributions from a variety of disciplines ranging from social psychology to philosophy and from communication to political science. That is, peace education is an applied subject which is practiced in differing ways, but must always be firmly based on a range of established empirical disciplines. The volume is structured around contributions from expert scholars in various fields that underpin peace education, plus contributions from experts in applying peace education in a range of settings, all complemented by chapters which deal with issues related to research and evaluation of peace education.

Handbook on Peace Education

This publication wants to stimulate the discussion on peace education in Europe and to open a debate on the European dimension of this goal. In the first part, various approaches to peace education are discussed. In the second part eight case studies from selected European countries are presented, from Eastern and Western Europe.

Peace Education in Europe

In light of the United States' "age of terrorism" and the controversial involvement in the war in Iraq, U.S. policies toward diplomatic peace education are coming under increasing scrutiny. This book evaluates the prospects for effective U.S. peace education in the context of post-1945 U.S. foreign policy. The work first documents the disparity between U.S. pronouncements about protecting human rights and the country's systematic erosion of those rights in the international arena. Second, it evaluates the challenges that the war on terrorism poses for peace education and explores the importance of international treaties in upholding security. A final section explores new ways of thinking and relating that are ultimately necessary for the realization of nonviolent peacekeeping efforts. Designed as a resource text for U.S. educators, the text offers concrete proposals for addressing contentious foreign policy issues in the classroom and includes an appendix of primary documents and sample questions for easy use.

United States Foreign Policy and the Prospects for Peace Education

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 Education Evaluation

Telling of Peace Education documents the narratives of five peace educators who use dialogical interactions among their students to create a culture of peace within the context of the Israeli-Palestinian conflict. The overall intentions of these peace educators are to promote critical thinking, dialogue and to empower their students to make decisions for themselves. I use narrative inquiry to examine deeper understandings of people-to-people engagement of peace education at the community level. As such, I present the narratives that represent the experiences of the peace educators I interviewed for this research. In addition, my field notes document my own narrative as the researcher, traveling back and forth between Bethlehem and Jerusalem to conduct the interviews. My intention for conducting this narrative research is to learn: (a) What stories can peace educators tell us about their efforts in the context of Palestine and Israel? (b) How do they implement peace education programs in their communities? (c) What are their fears, hopes, and aspirations? (d) What challenges do they face in the development and delivery of peace education?

The Telling of Peace Education:

Though conflicts among (African) nations diminished at the end of the last millennium, the need for peace remains a perennial concern for African citizens within their communities and countries. Once again, Maphosa and Keasley have engaged a collection of scholar practitioners to address the query 'What's Going to Make a Difference in Contemporary Peace Education around Africa?' The contributing authors draw from daily headlines as well as African literature to unearth twenty-first century quandaries with which educators in formal and informal contexts are called upon to grapple. The 'What's Going to Make a Difference' authors offer insights to educators, peace education practitioners and parents for everyday living. The authors probe the wisdom of the recent and ancient past and bring forth pearls for contemporary moments. All in discerning effort to respond to the guiding question, the editors and their contributing colleagues deliver a compelling set of revelations for Making a Difference in Peace Education for African and world citizens.

Peace Education for Violence Prevention in Fragile African Societies

Africa today suffers from too much political unrest and violent conflict. The contributors to this edited collection recognize a missing link in efforts to foster democracy, and with it political stability and peace, in Africa's developing countries: Democracy can be sustained only where effective means for resolving citizens' disputes exist both within and outside the formal legal system. The writers whose articles appear here--scholars, practitioners, and peace advocates--present their varied knowledge of conflict and war in Africa and strategies for introducing and implementing mediation, from Sierra Leone to South Africa. This volume is a model exchange of insights and ideas in the important field of conflict resolution as applied to Africa.

Conflict Resolution and Peace Education in Africa

This special issue of the Peabody Journal of Education provides a comprehensive overview of the latest developments in peace education reform. School reforms based upon principles of peace education have in common a belief in the power of peace to create a positive learning climate in schools and to address the problems of violence in the broader culture. A peace education strategy for improving school productivity rests upon three main assumptions: 1. Violence contributes to the poor performance of many students. 2. Adults in school settings need to address problems created by violence in order for schools to improve. 3. Anxieties that make it hard for students to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides students with knowledge about alternative nonviolent ways to resolve conflicts. Peace building reforms go beyond responding to immediate forms of violence that may be overwhelming students and teachers to promoting positive images of peace through the study of nonviolence. Written by established experts in the field of peace education from six different countries, this collection of articles not only represents a wide variety of peace education practices from different corners of the globe, but it also represents varying academic perspectives. Educators can play a key role in helping human societies progress toward more sustainable ways of living by implementing peacemaking, peacekeeping, and peace building strategies in school programs. Peace education reforms point to a new way of thinking about schools as vehicles for promoting a peace culture through insights offered by nonviolent theory.

Peace Education in a Postmodern World

First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

Three Decades of Peace Education around the World

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.

Addressing Ethnic Conflict through Peace Education

This paper seeks to clarify the current debate about studying peace in schools and classroom by exploring: (1) the breadth of concern encompassed by peace education; (2) the educational legitimation for studying peace and conflict in the classroom, and (3) curriculum implications of peace education. The problems of peace encompass violence and war, inequality, injustice, environmental damage, and alienation. At its 18th session held in Paris (1974), the United Nations Educational, Scientific, and Cultural Organization General Conference issued its "Recommendations Concerning Education for International Understanding, Co-operation and Peace." These recommendations listed the following major problems of humankind that students should study: (1) the equality of rights; (2) the maintenance of peace; (3) the insurance of human rights; (4) economic growth and social development; (5) the conservation of natural resources; (6) the preservation of human cultural heritage; and (7) the United Nations' role in solving such problems. The curriculum for peace education should sharpen awareness about the existence of conflict between people and nations, investigate the cause of conflict and violence, and encourage the search for alternatives. The curriculum should develop skills of critical thinking, conflict resolution, and political literacy. Attitudes to be developed include self-respect, respect for others, ecological concern, and commitment to justice. (SM)

Studying Peace

'Honorable Mention' 2017 PROSE Award - Education Practice Bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites, this book addresses key questions for students seeking to deepen their understanding of the field. The book not only highlights ground-breaking and rich qualitative studies from around the globe, but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post-conflict societies. Contributing authors address how educators and learners can make meaning of international peace education efforts, how various forms of peace and violence interact in and around schools, and how the field of peace education has evolved and grown over the past four decades.

Peace Education

In *Humanities Perspectives in Peace Education: Re-Engaging the Heart of Peace Studies*, scholar-teachers across a variety of humanities fields explore the content, methods, and pedagogies that are unique to their respective disciplines in contributing to the study of peace and justice. In recent decades, even as peace scholarship has burgeoned, many peace studies texts—including those that purport to be interdisciplinary in nature—have emphasized social science perspectives and, in some cases, have foregone exploration of the role of the humanities altogether in comprehensive peace education. While humanities scholars continue to stake out space for peace scholarship within their fields, no volume has attempted to collect the wisdom of multiple humanities disciplines in order to make the case for their critical role in authentic peace education. *Humanities Perspectives in Peace Education* addresses that shortcoming in the field of peace studies by exploring the ways in which the humanities are uniquely situated to contribute particular content, knowledge, skills, and values required of comprehensive peace education, scholarship, and activism. These include the development of empathy and understanding, creative vision and imagination, personal and communal transformation toward “the good” in society (such as the pursuit of justice, nonviolence, freedom, and human thriving), and field-specific analytical lenses of their own, among other contributions. Both teachers and students of peace will find value in this interdisciplinary humanities volume. Each chapter of *Humanities Perspectives in Peace Education* offers a deep-dive into a particular humanities field—including philosophy, literature, language and culture studies, rhetoric, religion, history, and music—to mine the field's unique contributions to peace and justice studies. Scholars ask: “What are we missing in peace education if we fail to include this academic discipline?” Chapters include suggestions for peace pedagogies within the humanities field as well as bibliographies and suggestions for further reading.

Humanities Perspectives in Peace Education

Currently, peace education remains marginalized in our education system, however, a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship, practice and activism. Indeed, educators around the world are developing effective strategies to transform education as a powerful force for global peace. The diverse array of contributors in the book demonstrate that educators as peace makers can be and have been instrumental in transforming social forces, the self and others for the construction of global peace. The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace. Local and global efforts to build a long-lasting peace are presented through the lens of education. The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals, communities, and organizations struggle to find pathways to peace in a global world. In other words, this book will interest scholars and the general public concerned about the building of global peace. The book can be source book for educators at elementary, secondary, and postsecondary institutions to explore multiple ways to conduct effective peace education at all levels of education. The book may also be used as a textbook by instructors of multicultural education, of comparative & international education, and of undergraduate and graduate peace education courses.

Grappling with Peace Education in Serbia

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.

Transforming Education for Peace

Informed by the author's long-standing work on violent conflict, peace and education in countries of the Global South, particularly Colombia, this open access book presents a comprehensive narrative about the relationship between peace education, historical memory and the sustaining peace agenda, advocating for the adoption of a new perspective on education for sustaining peace through historical memory. Education on and for peace in countries wrestling with, or emerging from, protracted violent conflict is up against major challenges, and both conventional and critical approaches to peace education are limited to address these. Incorporating a focus on historical memory, without losing sight of its own pitfalls, into peace education can support learners and teachers to come to grips with achieving positive, peace-sustaining change at both the micro (individual) and macro (social and institutional) levels, and to develop concepts and practices of effective and legitimate alternatives to violence and war. Conceived in these terms, historical memory-oriented peace education also stands to enhance the work-in-progress that is the UN-led sustaining peace agenda, including its Sustainable Development Goals.

Peace Education from the Grassroots

Here is a tool for teachers, church leaders, community activists, and concerned citizens interested in using educational strategies to bring about a peaceful world. It presents the goals and key issues of peace education, describes the difficulties and obstacles educators are likely to meet (and how to overcome them), and suggests approaches and programs for different age groups. Other information includes religious resources, an annotated list of curricular materials, an annotated bibliography in several categories and grade levels, and a directory of organizations providing resource materials.

Education for Sustaining Peace Through Historical Memory

Compilation of materials covering issues in peace education, a variety of teaching styles and strategies for different grade levels, and information on resources and contributing organizations.

A Guide to Peace Education and Peace-promotion Strategies in Africa: The Nigerian approach

This work is intended for scholars and students interested in issues of peace education, reconciliation, and coexistence from several disciplines including social and political psychology, communication, education, political science, sociology, and philosophy.

Peace Education

Peace Education and the Adult Learner presents new educational models for teaching adult learners interested in peace education and conflict resolution. Instead of structuring a formulaic, process-based strategy of peace education, this book analyzes contemporary conflicts and contemplates possible strategies for resolution.

Education for Peace, Human Rights and Democracy in the Unesco Context

Betty A. Reardon is a world-renowned leader in the fields of peace education and human rights; her pioneering work has laid the foundation for a new cross-disciplinary integration of peace education and international human rights from a gender-conscious, global perspective. This collection of reflective inquiry and ongoing research gathers essential works on peace education and human rights (1967-2014) and provides access to Reardon's key works. These texts have been foundational to the field of peace education during the past five decades of her practical experience. The unique conceptualization of a holistic framework for organizing content and the practical and specific descriptions of pedagogies for the practice of critical peace education in schools and universities, have made them essential resources for peace educators around the world; several have already become standard texts for basic courses in the field. The book also includes an overview of Reardon's career and a bibliography of her publications.

Peace Education Packet

Introduction -- Note -- Chapter 9: Considering research -- Introduction -- Engaging with research -- Engaging in research -- Suggested methods -- Evaluation -- Conclusion -- Note -- References -- Chapter 10: Case studies -- Introduction -- Holte Secondary School, Birmingham -- Kings Norton Primary School, Birmingham -- Queensbridge Primary School, Hackney, London -- Raddlebarn Primary School, Birmingham -- Hackney Community College, London -- Conclusion -- Chapter 11: Curricular activities -- Introduction -- Inclusion -- Citizenship -- Wellbeing -- Conclusion -- References -- Concluding comments -- Reference -- Index

Peace Education

Whether formally incorporated into curriculum and teacher training or informally integrated in contexts such as state or NGO initiatives dealing with resolving social, ethnic, and religious conflicts, peace education is increasingly recognized as a critical component in addressing violence in contemporary plural societies. Peace education can constructively undertake a reframing of historical narratives while inspiring practical community activities. An important, but insufficiently studied and theorized aspect of peace education is the role of religion. The challenge to peace education in today's globalized, diverse, mobile, and religiously pluralistic world is to be able to take both complex global and distinctive local situations into account. The contributions to this integrative collection of essays provide exactly these local and global perspectives on the state of peace education and its relationship to religion across pedagogy and curriculum, state policies, and activism within societies on the front lines of resolving internal conflicts, whether historical or recent, that often reflect aspects of religious identities.

Peace Education and the Adult Learner

This collection of peace education efforts in conflict and post-conflict societies brings together an international group of scholars to offer the very latest theoretical and pedagogical developments. Rather than focus on ad hoc peace education efforts this book investigates the need for long term, systemic approaches and innovative pedagogies.

The Defenses of Peace.

Cultures of violence are characteristic of many countries in sub-Saharan Africa and attempts to move towards cultures of peace have often proved difficult and ineffectual. And yet, the wide variations in levels of violence within and between countries show that it is not inevitable; rather, it is the result of choices made at individual, community and societal levels. This book examines the potential of peace infrastructures as vehicles to strengthen and spread progress towards cultures of peace. Peace infrastructures vary hugely in sophistication and level. The examples examined in this book range from tiny structures which help resolve conflicts between individuals and within community organisations, peace committees which serve local communities, peace education and peace club programmes in schools, mediation mechanisms to prevent election violence and to ministries of peace to coordinate government and non-government efforts in peacemaking and peacebuilding. The overall finding is that the development of peace infrastructures at all levels has great potential to build cultures of peace. 1. It is the only book available which documents the experience and potential of nonviolence in post-independence sub-Saharan Africa. 2. It makes a persuasive case for the development of various peace infrastructures in order to make peace sustainable. 3. It explains how strategic planning can be utilised, both to bring about change and to institutionalise it.

Betty A. Reardon: A Pioneer in Education for Peace and Human Rights

We know that peace education helps individuals transform conflict in their own lives, understand and respect other cultures and ways of living, and treasure the Earth. Teachers of peace education encourage their students to cooperate with each other, think critically, solve problems constructively, take part in responsible decision-making, communicate clearly, and share their feelings and commitment openly. These skills and values are essential for survival in an increasingly interdependent world, where violence has become an instrument of policy. Peace education seeks to enable learners to envision a range of possibilities that could lead from a culture of war and violence to a culture of peace. One widely used method to encourage such envisioning is posing an inquiry into the characteristics of peace. Efforts are being made to educate students and teachers about non-violence and human rights via peace education programs. This book lays a foundation for students, teachers and peace

educators to explore the elements necessary to create a peaceful society. Educating for Peace will help to build a peaceful, just and sustainable world for our children. Educating for Peace consists of seventeen chapters. Chapter one deals with the pro-motion of education for a peaceful society; chapter two details how to emphasise the importance of peace to children. Chapter three of this book sketches out peace education in a non-formal way, while chapter four deals with education for peace and non-violence. The following chapter clearly defines the conceptualization of peace education. Chapter six defines what exactly a culture of peace entails, while chapter seven deals with a research study on non-violence. Chapters eight and nine address pressing concerns in peace education and creating a violence-free school respectively. Chapters ten and eleven deal with the role of value education for world peace. Chapter twelve deals with pedagogical approaches and chapter thirteen defines human rights education. The remaining chapters deal with different aspects of peace education. This book is an attempt to identify and deliberate on topics that should be addressed if we are to fully establish peace education. This book is written mainly for researchers, peace educators and students.

Seminar on African Perspectives and Issues on Peace Education and Action in Africa

It is easy to see that the world finds itself too often in tumultuous situations with catastrophic results. An adequate education can instill holistic knowledge, empathy, and the skills necessary for promoting an international coalition of peaceful nations. Promoting Global Peace and Civic Engagement through Education outlines the pedagogical practices necessary to inspire the next generation of peace-bringers by addressing strategies to include topics from human rights and environmental sustainability, to social justice and disarmament in a comprehensive method. Providing perspectives on how to live in a multi-cultural, multi-racial, and multi-religious society, this book is a critical reference source for educators, students of education, government officials, and administration who hope to make a positive change.

Positive Peace in Schools

Peace education is now well recognized within international legal instruments and within critical educational literature as an important aspect of education. Despite this, little attention has been given in the critical literature to the philosophical foundations for peace education and the rationale for peace education thus remains substantially an assumed one. This investigation explores some possible ethico-philosophical foundations for peace education, through an examination of five specific ethical traditions: 1) virtue ethics, whereby peace may be interpreted as a virtue, and/or virtue is interpreted as peacefulness, and peace education as education in that virtue; 2) consequentialist ethics, whereby peace education may be interpreted as education regarding the consequences of our action and inaction, both as individuals and collectivities; 3) conservative political ethics, whereby peace education may be interpreted as emphasizing the importance of the evolution of social institutions and the importance of ordered and lawful social change; 4) aesthetic ethics, whereby peace may be interpreted as something beautiful and valuable in itself, and peace education as emphasizing the importance of that beauty and value; and 5) the ethics of care, whereby care may be interpreted as a core element in peace, and peace education as encouraging trust and engagement with the other. The study addresses major contributions to each of these ethical traditions, the strengths and weaknesses of the tradition, and the ways in which the tradition provides support for peace education. It is argued in the thesis that each tradition provides only a partial basis for peace education, and that ultimately a holistic and integrative understanding is required, one that encourages a culture of peace. " ... an important addition to the emerging literature on peace education and the culture of peace" (From the Foreword by Koichiro Matsuura, Director-General of UNESCO).

Peace Education and Religion: Perspectives, Pedagogy, Policies

This document contains the report of the Secretary-General on disarmament and non-proliferation education. It is issued in the framework of the United Nations Disarmament Information Programme as a handy, convenient, and attractive reference tool. It would make a valuable addition to the reference sections of public and university libraries, permanent missions to the United Nations, research institutes and specialized non-governmental organizations.

Peace Education in Conflict and Post-Conflict Societies

Infrastructures for Peace in Sub-Saharan Africa

