

ÅKE BJERSTEDT

EDUCATING TOWARDS
A CULTURE OF PEACE

A Select Bibliography Focusing
on the Last 25 Years

School of Education, Malmö University

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Distributed by:
School of Education
SE-205 06 Malmö, Sweden
phone: +46-40-6657000; 6658365
fax: +46-40-6658210

© 2001 Åke Bjerstedt
ISBN 91-88810-22-4
ISSN 0346-5926
Reprocentralen, Malmö School of Education, 2001

STUDIA PSYCHOLOGICA ET PAEDAGOGICA
SERIES ALTERA CLIX

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Introductory Comments

Today peace and conflict education is increasingly seen as an important task for schools. Books, articles and reports, directly or indirectly relevant for this area, are very heterogeneous in kind and have been published in a broad range of sources, often outside mainstream education. Hence, it is difficult to get an integrated view of the materials existing in this area.

For this reason, a select bibliography seemed to be useful. Its *major focus* is on books, articles and reports in English, German and the Scandinavian languages published in the last 25 years.

The materials have been grouped into *seven categories*:

List A: Examples of monographs and collections of papers explicitly dealing with peace education or education related to conflict resolution. This is a central group of references, and many of the users of this bibliography will find it natural to start looking here. (In this section I have also included some special issues of journals devoted to the area of peace education.)

List B: Examples of articles (articles in journals or chapters in edited books) explicitly dealing with peace and conflict education. Some separate prints of article size have also been included here.

List C: Examples of peace education aids, i. e. students' materials and teachers' guides for peace and conflict education. The documents listed illustrate materials representing various age levels (from preschool to university) and quite different approaches. Examples of final products as well as of preliminary versions are given. A few examples of material catalogues have also been included. The materials listed are of varying quality; inclusion in our list is not to be interpreted as a recommendation, and potential users should make independent judgements in relation to their specific teaching situation.

List D: There are many books and articles that do not focus on terms like "peace education", but that deal with partly related goals and methods,

mainly utilizing other terms, such as “education for international understanding”, “global perspectives”, “world citizen responsibility” etc. Such references are exemplified in List D. Some publications on “future preparedness” related to this approach have also been illustrated here.

List E: Examples of publications on multicultural education and related areas. The main focus here is on multicultural materials that deal with educational objectives implicitly related to peace education, such as bias awareness, diversity appreciation, empathy and tolerance.

List F: Examples of publications containing studies of or discussions related to psychological aspects of war, peace etc. (including, for example, children's and young people's conceptions of war and peace). It is reasonable to assume that you can be more effective and efficient as a peace educator, if you have a good knowledge of typical conceptions and other psychological conditions among the students or other groups that you want to educate or influence. In addition, psychological components are important in most conflict and war situations.

List G: Examples of references dealing with more general issues of peace and violence: Military and ecological threats, peace research, peace work etc. (Due to the large number of possible references in this category, List G can only present a very limited sample.)

Although the boundaries between the seven categories just described are not always quite distinct, it was nevertheless considered to be of some value to sort the relevant literature in this way. (In a few cases a publication has been entered in more than one category.)

Titles of publications are normally presented in their original language. If the original language is English, French or German, no translation is provided. In the case of other languages, a translation of the title into English is added in square brackets.

Those who are not very familiar with this area of research and development may experience the fairly large number of references as confusing. Therefore, I have marked with an asterisk (*) a few publications as valuable for those who would like to get an introduction and overview. These selections can to some extent be seen as arbitrary, in the sense that several other publications could have been chosen for the same purpose. Nevertheless, I hope that these notations may be useful for some readers.

This bibliography can be regarded as a revised, extended and updated version of an earlier overview (issued as No. 96 in “Educational Information and Debate” in 1992 by the Malmö School of Education). Some publications listed in the 1992 version have been excluded here, and a large number of new publications have been added.

Most of the bibliographical work has been carried out at the Malmö School of Education, where it has been part of the informal R & D Group “Preparedness for Peace”. Thanks are due to kind librarians in several libraries, e.g. Deutsche Staatsbibliothek, Berlin; The British Library, London; the Copenhagen Peace Research Institute; Bibliothèque Nationale and the UNESCO Archives in Paris; the Library of Congress and the U.S. Institute of Peace in Washington; Universitätsbibliothek, Wien – and of course, my “local” libraries at the Malmö School of Education and Lund University.

Friends and colleagues within PEC/IPRA (the Peace Education Commission of the International Peace Research Association) have kindly added to my collection of references. I am also grateful to Karin Dahlberg and Horst Löfgren who have generously advised and helped me with computer technicalities.

I am indebted to the Swedish National Agency for Education for supporting the printing of this bibliography.

Å.B.

Mixed minor notes

o At the top of each page a letter indicating the category or list is given (**A** for List A, **B** for List B etc.) Our experience is that such indicators facilitate the use of a bibliography with several categories.

o Please note that for languages with total systems of letters or signs different from English – such as Japanese and Russian – this bibliography does not give titles in the original language, but only translations of titles into English in square brackets.

o The formal aspects of the bibliographical information are in most respects adapted to the recommendations of the American Psychological Association (publication manual, fourth edition). – For Scandinavian readers, cf. also Bjerstedt, Å. (1997). Rapportens yttre dräkt: Några rekommendationer. (Lund, Sweden: Studentlitteratur.)

o Entries within each list are arranged in alphabetical order (where possible by the surname of the first author or editor). – The following special letters are common in German and Scandinavian languages: ü, å, ä, æ, ö and ø. In this bibliography, ü is inserted after u; while å, ä, æ, ö and ø are placed in this order at the end of the alphabet (after z).

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LIST A:

Monographs and Collections of Papers
on Peace and Conflict Education

A

- Aarek, W. & Rosenberg, K. (Eds.). (1972). *Fred er vegen: Håndbok for lærere og foreldre om oppdragelse til fred og toleranse* [Peace is the way: A handbook for teachers and parents on education for peace and tolerance]. Oslo: Lærerstudentenes forlag.
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- Ankarstrand-Lindström, G. (1992). *"Lång grynings färd mot dag?" Internationalisering av undervisning (Fredsundervisning). Utvärdering av och erfarenheter från skolförsök i åk 8 i Malmö* ["Long dawn's journey

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- into day?" Internationalization of education (peace education). Evaluation and experiences from implementation in grade 8 in Malmö] (Pedagogisk-psykologiska problem, 570). Malmö: School of Education.
- Ankarstrand-Lindström, G. & Bjerstedt, Å. (Eds.). (1988). *Sex danska och sex svenska röster om undervisning för fred* [Six Danish and six Swedish voices on peace education] (Pedagogisk orientering och debatt, 82). Malmö: School of Education.
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