

DO PEACE EDUCATION PROGRAMS REALLY WORK?

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



STATUS OF THE FIELD OF PEACE EDUCATION

- Peace education is still relatively new and fluidly evolving
- Very few formal programs for teacher training & academic advancement
- Peace education is in “competition” with dominant discourse on peace, sustainability and development
- Our theories of educational change need more development



DEFINING PEACE EDUCATION

- 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.

OBSTACLES TO TRANSFORMATION

- Personal: worldview
- Political: dominant cultural narratives



THEORIES OF CHANGE

1. The personal is the foundation for the political

- Peace with the self is the basis for peace with others
- Becoming an agent of change requires internalizing the values and principles of peace
- Social Emotional Learning (SEL) is a strong example

1. Mainstreaming increases the likelihood of changing the cultural narrative

- Formal and non-formal
- Involvement of all
- Infusion and integration
- Mandate peace education into all pre and in-service teacher training
- Support advanced, specialized degrees
- Develop pedagogies of the privileged



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

