



ARTICLE REVIEW

Millican, J., Kasumagić-Kafedžić, L., Masabo, F., & Almanza, M. (2021). Pedagogies for Peacebuilding in Higher Education: How and why should higher education institutions get involved in teaching for peace?. *International Review of Education*, 67(5), 569-590.

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As pointed out by the title of the article reviewed here, these authors (from four countries) talk about the spaces in which peacebuilding can be considered within higher education curricula, the significance of higher education in building habits of peace among the youth,

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and the roles of young citizens to understand the meaning and importance of peacebuilding. These authors first explore the literature on peace and conflict and their relation to experimental and effective pedagogies. This exploration includes literature on civic and citizenship education and how these are delivered. Then the authors look at issues of teaching and pedagogy to develop a framework that makes conceptual and practical sense.

The structure of this article reveals these stages: the reasons for teaching peacebuilding, approaches to conflict and peacebuilding, the importance of pedagogy, peace and conflict in higher education, approaches to pedagogy, international student project, and framework for peacebuilding pedagogies.

These authors subscribe to the framework of Mario Novelli et al. (2015) on the 4Rs in conflict-affected contexts (Redistribution, Recognition, Representation, and Reconciliation) as necessary elements for building sustainable peace. These elements can be addressed in higher education curricula and are relevant to university teaching. Within current higher education curricula, discussions on inequality, difference, conflict and cohesion are found in civic education courses, citizenship, ethics, and democracy. For Freire (1970), Giroux (2004) and Lederach (2005), the task of educators or trainers is to develop individuals who, besides knowing how to access and use positivist knowledge, can (1) also recognize the value of different forms of knowledge, (2) engage in dialogue with others, (3) reflect on and build relationships, (4) identify opportunities, (5) recognize complexity, and (6) imagine a different future.

The approaches to pedagogy are manifold. For example, the University of Rwanda offers a "Citizenship and Transformative Education" module through four units: civic education, the Rwandan legal system, international human rights and citizenship education, and education for peace. The University of Los Andes in Bogota, Columbia, works with pedagogies of memory, moral ethics, and cultural and personal recollections of the past. In Bosnia and Herzegovina, the schools encourage teachers to play an active role in reconstructing conflict-affected societies by encouraging the trainee teachers to discuss the impact of the conflict they have experienced in their own lives. In their attempt to build a cross- university

“ peacebuilding pedagogies,” these authors create a cross- cultural framework for peacebuilding pedagogies.

This framework is represented in the article on page 585 and explained further in Figure 2 on page 586. The pedagogical approaches use memory, narrative, the arts and emotion, which are valuable in teaching moral education. These approaches can be effectively harnessed in sociology, international relations, languages, medicines or the sciences to explore questions of professionalism. Pedagogies are by nature rooted in particular cultural and political norms, yet, the overarching principles hold across the different contexts in which teachers work. These approaches reflect the nature of being human and finding ways to manage the conflicting demands and relationships that are a fact of life. The literature used in this article emphasizes the emotional aspects of human experiences rather than the cognitive aspects familiar to traditional university teaching. There is a call for a fundamental shift in how tutors relate to their classes.

Davies’ (2017) research in 23 countries on education and violent extremism stresses the importance of providing a critical and political understanding of conflict and engaging with counter-narratives and broader civil society. Davies (2017) recommends airing rather than avoiding uncomfortable truths, working with rather than ignoring present realities, and acknowledging conflict as an inescapable fact of life.

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