

## Call for Papers #1

# (Re-) Searching Peace Education: Aesthetic, Artistic, and (Trans-) Cultural Perspectives

“How is a peace education even conceivable and possible in a world of organized peacelessness?” This question posed by the renowned peace researcher Dieter Senghaas half a century ago (Senghaas, 1969, p. 258) is of unfortunate actuality. While a long period of peace has only recently come to an end in Europe, war and conflict, violence, trauma and displacement on a global scale have long been a key challenge and are indeed a signature of recent history and present. The famous first sentence of the UNESCO Constitution – “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed” – probably needs to be read more literally (again) in the context of cultural and arts education. At the same time, the fact that the intersection of arts and peace education is everything but a well-established field of research (Schonmann, 2014, p. 183) – as its absence in major publications on peace education indicates (cf. Salomon & Cairns, 2010) – calls for a continuation of the discussion that has already begun (Bresler, 2007, p. 1021ff.; O’Farrell et al., 2014, p. 141ff.; Hunter & Cohen, 2019). If this is the case, then we have to seek contemporary answers to (maybe not so new) questions such as:

- Which (cultural and/or scientific) concepts of peace and peace-related values may help to define and refine this goal? How do these concepts address and differentiate their counterparts, such as tension, conflict, destruction, and war?
- How may or should the relation of “peace” on the one hand and “arts” or “culture” on the other hand be conceptualized and balanced? Which inherent relations of arts and peace (Bosch & Pfützte, 2018) are crucial for educational endeavors? How does arts education relate to the normativities and conflictuous structures of peace education itself (see e.g., Gur-Ze’ev, 2010)?
- Which levels of necessary transformative action – program/curriculum development, didactics, educator/teacher training and professionalization, organizational development, policy development – have to be focused, and how would they interact?
- What are the possibilities and responsibilities, but also the intricacies and limits of education – and cultural, aesthetic and arts education in particular – with regard to the task of not only promoting a peace-oriented mindset in general, but actively enabling *resilient attitudes* as a prerequisite for a “defence of peace”?
- Which exemplary practices – best practices, but also practices that achieved to “fail better” (Samuel Beckett) – can be identified, which lessons have been learned, and which are still to be learned?

The International Journal for Research in Cultural, Aesthetic, and Arts Education would like to provide a space for this discussion and invites contributions from theoretical/philosophical, methodological/empirical as well as practice/artistic research on peace education. We welcome submissions from different scientific paradigms as well as diverse practice-oriented perspectives, including (but not limited to) applied concepts and best practice-analyses, power-critical approaches, global citizenship education, political education, global learning, education for sustainable development (ESD), intercultural and anti-racist education, postcolonial studies, decolonial perspectives, aesthetic and arts education, and post-digital education.

**Submit Full Text:** 1 Jan 2023

**Feedback to Authors:** 1 Feb 2023

**Resubmission:** 1 Mar 2023

**Review and Final Feedback:** 1 Apr 2023

**Final Submission:** 1 May 2023

**Estimated Publication Date:** Jul 2023

For Grammar and Style Guidelines please see: [www.waxmann.com/ijrcae](http://www.waxmann.com/ijrcae)

Please submit your full text of up to **40000 characters** (including blanks and references), and a short author biography of 100 words by.

1 January 2023 via <https://www.conftool.pro/ijrcae> (registration required).

## About the Journal

The **peer-reviewed International Journal for Research in Cultural, Aesthetic, and Arts Education (IJRCAAE)** aims to stimulate and disseminate research in arts and cultural education. Inspired by the UNESCO Goals for the Development of Arts Education (Seoul Agenda) the journal serves as a platform for a global polylogue of researchers in cultural, aesthetic, and arts education, interconnecting its wide-spread research fields by focusing on various aspects of cultural and social transformation and the contributions of cultural, aesthetic, and arts education toward global challenges, such as sustainability and resilience, heritage and transformation, digitalization and global citizenship, diversity and inclusion.

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