

UNIVERSITY OF BELGRADE

Faculty of Political Sciences

Belgrade, September 2019

At the meeting of the Department of International Studies, held on 28 March 2019, the Master Thesis Defense Commission (hereby the Commission) for the candidate Ksenija Maričić was formed with the following members: Prof. dr Natalija Perišić, assist. MA Goran Tepšić and prof. dr Nemanja Džuverović. The Council for the Second and Third Cycle of Studies has accepted the proposal made by the Department.

After reading the master thesis, the Commission is submitting the following report.

## **R E P O R T**

The master thesis of Ksenija Maričić entitled "The Role of Peace Education in Peacebuilding: The Case Study of Colombia" is comprised of three chapters next to the Introduction, the Conclusion, and the list of references. The main aim of the thesis was to determine the impact of peace education on the process of peacebuilding, complemented with the case study of Colombia.

The introduction describes the main goals and objectives of the research and emphasizes the importance and relevance of the topic and its main difficulties. It was emphasized that one of the main difficulties related to peace education, is the lack of a universal theory that would define and describe its main concepts, which further leads to problems of inconsistency in the practical implementation of the program.

The theoretical part of the research had an objective of comparing some of the most influential peace education theories and determining if there are any similar aspects or concepts among those that these theories offer. This segment of the research examines the theories and the approach to peace education by the international organizations (UN).

Galtung's theory was examined through a prism of the aspects most relevant for peace education, which are the distinction between positive and negative peace, the concept of the culture of peace, the main perceptions of the form and content of peace education. The main objective of this analysis was in determining Galtung's perception on the basic concepts of peace education and its importance for the process of building peace. Determining the aspects of the social responsibility and the ethics of care was important for providing an insight of the main motives for the actions of peace education and determining whether peace education

actions are inspired more by the sense of moral obligation or the sense of empathy and care. This part mainly relies on the theories of J. Millican, N. Noddings and J. Page. The third part of the theoretical segment of the research examines and compares the theories by the two authors who developed the integrative theories of peace education, H.B. Danesh and B. Reardon. This part examines the main concepts of both theories and provides insights of their biggest similarities and differences.

The final part of the theoretical segment questions the role of the United Nations, as the most influential international organization when it comes to the aspect of peace education. This part examined the main concepts and postulates of peace education from the perception of an international organization. The chapter is organized in a way that examines the way in which peace education is perceived and conducted in UNICEF, UNHCR and UNESCO, through the analysis of the main documents of these organizations.

The empirical segment of the research consists of the case study of Colombia, a country involved in violent conflicts for more than five decades. Examining the implementation of the peace education programs in Colombia served in a way of determining the impacts of such programs on the societies that have been facing long-lasting conflicts and have deeply incorporated violent discourses in the society.

The first part examines the brief history of the conflict in Colombia, by determining its main causes, consequences and the history of the Havana peace process. This segment also provides brief introduction into the development of the initiatives of peace education in Colombia, starting with the rural reform of education called the *Escuela Nueva*.

The second part examines the program of Citizenship competencies in Colombia, significant for its concepts of peace and citizenship that were introduced in public schools in Colombia. The chapter examines the main theoretical concepts of the program, but also its limitations, difficulties during the implementation and the evaluations of the program.

The third part is related to the program *Aulas en Paz* (Classrooms in peace), an initiative of peace education developed by the professor E. Chaux, dedicated to decreasing the levels of violence in Colombian schools, by including the aspect of peace education of the families of the participants. The chapter examined the basic postulates of the program, the description of the process of implementation and the evaluations of the project. In order to obtain the most accurate information of the outcomes of the program, the evaluation consisted of the three separate evaluations, two of them conducted on the level of the country and one conducted on a micro level of only one school. The chapter contains the main insights when it comes to the comparison of both programs and their impact on the level of the society.

The discussion section of the research examines the informal education as an alternative of introducing peace education in institutions of formal education, especially in cases of societies facing protracted conflicts. The segment provides the analysis of art and theatre as potential ways of conducting peace education.

Finally, the conclusion includes basic observations of the outcomes of the research and determines the main insights by comparing the theoretical and empirical part of the research.

The Commission is convinced that the candidate Ksenija Maričić has shown deep understanding of the issues of peace education and peace culture. Also, the Commission is satisfied how the candidate has applied these concepts on the case studies of Columbia and its educational programs. Based on this, the Commission concludes that the master thesis "The Role of Peace Education in Peacebuilding: The Case Study of Colombia" by Ksenija Maričić fulfils all the formal criteria for the public defence.

The Commission:

Prof. dr Natalija Perišić

Assist. MA Goran Tepšić

Prof. dr Nemanja Džuverović