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Peace Concepts in Civic Education Curriculum: A Jordanian University Sample

Amani Jarrar [1] Qasem Althubetat [2]

1. Faculty of Arts, Petra University, PO box 961343, Amman, Jordan
2. Faculty of Arts, Petra University, PO box 961343, Amman, Jordan

* E-mail of the corresponding author: aj8infinity@gmail.com

Abstract

This research addresses the problems of peace education after the emergence of contemporary educational dilemmas facing our societies in an era we seek to realize peace. The research addresses a number of concepts in ideology and education facing the challenges for a culture of peace education in our teachings. The study shows the role of education and politics as needed together in collaboration to make further efforts to bring the concepts of peace into practice, through the promotion of dialogue in the framework of an integrated education for the political security and positive change that is needed to save humanity, especially in our Arab Jordanian culture. The study tries to address the problems of peace education with the significant impact on the social, moral and political levels .It focuses on highlighting the positive function of education to address the questions raised in the educational thought and political education by reviewing the curriculum and courses -related, and in particular the structure of Civic Education in Jordanian Universities. The study concluded that the average degree of covering peace concepts in Civic Education at Jordanian Universities was high, and that is including both the total scale and sub-total score of the scale, with a difference recognized in the (method of teaching the course, impact of the course on students, and the total score) according to gender, so that the averages of males were higher than those of females, while in terms of the course content of civic education there were no differences according to gender, but there appeared a difference in the field of (Method of teaching the course), as the averages of scientific stream students were higher compared to the humanitarian stream students. While when considering the field of content of the course of civic education, and the field of the impact of the course on students, no significant differences appeared depending on the specialty, also no significant differences appeared in the dimensions of (the method of teaching the course, the content of course of civic education, and the impact of course on the students), nor in the total degree depending on the variable of thought belonging .Perhaps the most recommended results are the need to review strategies for future development of peace education in Jordan in order to create a Jordanian citizen who aspires peace education on the human level.
Keywords: Civic Education, Jordanian universities, peace curriculum

1. Introduction

The issue of peace is one of the most controversial issues in the world, and particularly in the Arab world. Hence many studies were held to shed light on this issue in terms of the concept, its case, its philosophical intellectual conceptions and political analysis of peace concepts.

The literature addresses the political and educational thought with some sensitivity and scrutiny in dealing with the issue. Nowadays, peace is considered as one of the most problematic topics in the world, both on the individual level, or the community level, or worldwide. The concepts of peace are varied and comprehensive, dealing with many dimensions; political, social, intellectual, moral and educational. Peace concepts also include issues of human and national security to secure political stability through fighting against terrorism, seeking comprehensive sustainable development.

2. Study objectives

The study aims at identifying the concepts of peace in civic education curriculum in Jordanian universities; it examines the civic education curriculum in terms of discussing peace concepts from both educational and political perspectives. The problem arises when considering the real situation in light of the assessment of students and find out their views on how to include the concepts of peace, and therefore decisions need to be taken in order to improve the level, quality, and content of civic education curriculum in terms of peace concepts prevalence. The study presents a comprehensive analysis of the content of Civic Education course in Jordanian

universities, analyzing the essence of instructions made by Ministry of Higher Education in this area. The research also addresses an assessment from the perspective of students.

3. Problem of Study

The study deals with the contemporary emergence of educational dilemmas facing our societies in an era we strive for the realization of peace. The research addresses a number of ideological and educational concepts in order to spread a culture of peace in our educational teachings. The study deals with those concepts related to peace such as: world security, national security, democracy, political stability, political dialogue, human rights, tolerance, justice, freedom, moral order, and sustainable development. The study shows the important role of both political and educational leaders to bring the concepts of peace into realization, through promotion of dialogue and integrated political education aiming at positive change. The study tries to address the problems of political and peace education. The study also focuses on highlighting the positive function of education to address questions of political peace education through curriculum review, particularly in this case (Civic Education). The study addresses concepts of peace in civic education curriculum in Jordanian universities. The problem arises when comparing the case in light of students' assessment with faculty members' points of view in this field in terms of expectations. The study analyzes the content of Civic Education course as well as the instructions of the Ministry of Higher Education in this area.

4. The importance of the study

The importance of this study appears in light of the current deteriorating situation of peace, on both levels; global and Arab local. It also reveals the political reform movements in the Arab world in particular and on the national level as well. Especially in light of the Jordanian Government's interest in the development of the higher education sector by reviewing plans and university curricula in this area.

5. The study sample

The study focuses on Petra university as a sample of Jordanian universities, professors of Civic Education were requested to review the questionnaire used, in addition to reviewing the curriculum plan of Civic education that is approved by the Ministry of Higher Education, and by referring for assessment to each of the faculty members involved in this course as a teacher, as well as gathering the students points of view concerning the course. The sample includes a number representing the professors, specialists involved in this area in different Jordanian universities asking for their opinions, distributing (800) questionnaires in (3) areas, made of (21) items. The sample of faculty members have included (9) professors as faculty members from both public and private universities who are teaching Civic Education course.

6. Study questions

The research identifies a number of questions that form the basis of the study problems as follows:

- How prevalent of peace concepts is the Civic Education course?
- What are the methods of teaching the Civic education course in Jordanian universities?
- How does teaching a course of Civic Education affect students' awareness of peace concepts?

The study also attempts to clarify expectations of faculty members in terms of the components of Civic education course and the level of students' awareness of peace concepts, in addition to study the capability of faculty members to teach this course in a way to raise awareness in peace concepts.

7. Study Instruments

The researchers used the following instruments trying to answer the study questions:

- Content analysis of (Civic Education course plan)
- Students' questionnaire to measure peace concepts included in the civic education course
- Teachers' evaluation

8. Study Methodology

The study uses the descriptive approach and both qualitative and quantitative analysis using a (questionnaire) distributed to the students and reviewed by faculty members teaching the course, in addition to content analysis of the curriculum. The study addresses the concepts of peace in civic education curriculum in Jordanian universities, examining the curriculum for concepts of peace from both educational and political perspectives. The problem arises when comparing the reality of the situation according to the students' assessment with the expectancy of faculty members. The study presents a comprehensive content analysis of civic education courses and plans of higher education in Jordanian universities.

8.1 Previous studies

Marx study (2004) entitled "Watching the wind: Conflict Resolution During South Africa's Transition to Democracy" discusses the principles of democracy and national peace through tolerance and reconciliation process; concluding that peace-making is a collective effort that comes through dialogue and understanding, which should be built on the foundations of free education. Sarrey's study (2004) entitled "Socialization and human rights: English-language books in the stage of basic education in Jordan", also aimed at identifying the nature of socialization in one of the most important institutions of the Jordanian society, which is the school as an educational institution.

Sternberg study (2001) entitled "Why Schools Should Teach for Wisdom: The Balance Theory of Wisdom in Educational Settings", which applied the balance theory of wisdom at the educational level, in order to achieve the common good, and to reach a compromise that combines the interests of all parties by peace , away from conflicts and disputes.

While Watfa's study (2001) inspired by the article translated from Dewey entitled "Democracy and creative task ahead", showed the status quo to create an independent political community in order to build democracy. The study was conducted as a descriptive study on the American society, and its democracy interactions.

Then England's study (2000) titled "Rethinking democracy and education: towards an education of deliberative citizens" ,trying to understand the relationship between democracy and education with a new vision , grounded on deliberative democracy , showing that the educational process and the democratic concept of education is based on rationality and effective communication.

Then Makroom's study (2000) entitled "Culture of democracy: Towards identifying the role of education in achieving Arab national security" , the study showed that the Arab society needs to rethink about the development and culture, and mechanisms of public participation, where the need to achieving the objectives of comprehensive development, which would require structural change as necessary for rebuilding the social, cultural and political infrastructure ,in order to accomplish a comprehensive renaissance.

Elster's study (1998) entitled " Constitutionalism and Democracy: A Study in rationality and social change", which aimed to benefit of some historical experiences in the struggle for democracy and freedom, and seeking pluralism, and attempting to spread democracy and promote it constitutionally through the educational system.

Al-Jabiri's study (1997) entitled "Education and the future of community transformations in the Arab World", which aimed at understanding both the community transformations as an actor, and education as a predicate or theme in the (philosophical sense), as well as the controversial relationship of the impact of education in the community and political transformation, in particular; the study aimed at change , reform, modernization, development, and salvation from the corruption of values of young generations.

Attiya's Study (1989) entitled "The UNESCO educational efforts to support international understanding and world peace", which aimed at supporting international understanding and world peace, concluding with some recommendations to ensure continuity of introducing peace concepts into education.

Finally, De Lon's study (1980) entitled "Children, the state, and the limits of liberalism", which aimed at understanding the state's role in the liberal regime in dealing with children and childhood programs of education. The qualitative study was conducted on American children given their social and educational opportunities.

8.2 Theoretical literature

The individual's right to security is the first step to achieve the societal security, as well as international security, and up to the stage of ensuring global political peace. Whereas the "right to security"; includes the right to live in security, and the principle of world peace.

The right to live safely entails that the state should maintain security and order in the society through fair legal safeguards for the rights of individuals. Without that the stability of society and the principles of morality will be violated, which may cause the government's loss of internal and external legitimacy (Omlil, 1992). The right to

security includes the right to protection against genocide, in all human forms, whether cultural, that attacks our human race linguistically, and religiously; addition to war and torture (Ghazwi, 1980).

To ensure the right of the individual to live safely, greater protection of man's right must be insured as well as fundamental rights, particularly the right to live safely (Basyooni, 1989).

At the global level, security can be achieved only through the practice of the general rules of international law. Therefore the states developed rules to prevent the occurrence of such wars, so as to achieve the principle of permanent peace, in an effort to find a way to secure coexistence between all States. Several attempts have emerged, since the sixteenth century, to find a law that would require states to peaceful coexistence, and political security. The views in this regard split to the three schools of thought:

- The Spanish school: The most prominent followers are Francisco de Vitoria (1480-1546), and Jesuit Francisco Sowarth (1548-1617). According to the followers of this school political power is based on the natural law, and therefore, on divine law. However, secure strong relationships between different countries entails the presence of what is called "international life", based on the relative solidarity among the nations. The human race is made of several people, united in politics and ethics. And therefore the "international law" is a set of moral and legal norms, which consists in the community of nations, to enable them to live safely. In other words, "international law" ranks somewhere between "natural law" and "political law" which is determined in accordance with the statutory law of each State.

- The natural school: The Dutch Grotius (1583-1645) was the real founder of positive international law; he introduced his theory of just war in his book "The Law of War and Peace" (1625). He believes that war is justified as a means to get justice, in the cases where there are no courts to adjudicate disputed matters, as is the case in international problems. According also Grotius the basis in every safe national or international organization is "natural law," which dictates the "right mind," according to the moral necessity, and in accordance with the rational nature (Badawi, 3:1979).

  One of the most prominent characteristics of a just war is being caused by a just cause. So that everything that is not just pave the road to a just war. On the other hand St. Augustine said that war may be just according to the Christian position in the colonial pretext of Christianization, and on the basis that the nation as a victim is a nation guilty and wrong, and must therefore be penalized. In a just war; it must be declared by a legitimate authority, having good political objectives (O'Connor, 1974) .

  - School of political realism: Headed by Nicola Machiavelli (1469-1527), whose primary objective is to provide success to the state by whatever means, and based on the principle of absolute sovereignty of the state, Kant commented on the opinion of this school by saying that the principle of the end justifies the means cannot be applied to rights, as a citizen should participate in legislation just for security, so that man is not just a means but an end in itself. Wars are justified; they express the will of the people even though it is not the people's decision. War is the means allowed for the natural state to achieve security. It is the right of other nations, as well as the right to prevention through war. And on this basis the right to safe living can be established for all countries, to achieve comprehensive security and lasting political peace.

    The principle of universal peace can never be in action without the freedom of all parties (Othman, 1971). Stoicism, since the third century BC, defended the right of humanity in peace and freedom. Saying that, the differences between men are based on languages, religions, and nations, so that all people are one family, ruled by the mind, and its constitution is morality, and peace is its purpose (1952). The right to peace requires neutrality, and to ensure sustainability of peace, the right to mutual alliance or the so-called (Confederation) between several countries is important for the possibility of joint defense.

    Kant used his moral laws and the demands of practical reason on persons as well as nations. First: Act as if your maxim were a universal law of nature. Second: Treat another rational being as an end in himself, not as a mere means. Third: Act as if your maxim would harmonize with a kingdom of ends. Thus, war is not permissible unless fighting an unjust enemy. So that violating this rule would cause violation of peace for nations. If the lasting peace as the very theme needed to be emphasized in recent international law isn't verifiable, countries would consider alliances to achieve that goal.

    The importance of peace stems mainly from the fact that wars and violence result in the denial of human freedom and dignity. Thus, the only way to maintain peace and security should come through enhancing cooperation among nations on education as a tool for creating peace. The previous ideas were stated in the preamble of the Universal Declaration of Human Rights, which stipulates the recognition of human dignity and the equal and inalienable fundamental rights of freedom, justice and

peace (Alwan, 1989).

Peace awareness as followed up by UNESCO does not simply mean the disappearance of armed conflict, but involves teaching mutual respect among peoples. And since wars begin in the minds of men first, so principles of peace must also be built in their minds. Since the International Year of Peace has been announced in 1986 there will always be the dream of peace prevalence on earth.

9. Terms of the study

Peace culture: The culture of peace concepts that is based on humanitarian principles, respecting life aiming at ending violence and encouraging the fight through education, dialogue and respect for principles of human rights, freedoms, equality between men and women, freedom of expression and opinion, and a commitment to peaceful settlements of disputes, activating the principles of justice, democracy, tolerance, pluralism and acceptance of cultural diversity of nations and peoples (Hassan, 2002). The culture of peace is a culture that is concerned with the actualization of concepts of love, security, and peaceful coexistence among individuals, races and communities, and respect for their beliefs, and inter-religious dialogue (Hassan, 2001).

Development of peace culture: It is the means to fulfill humanitarian development, providing a good environment for growing the seeds of peace, notably justice, equality, freedom, democracy, respecting the identity of others, and accepting differences in views rejecting ethnic discrimination , recognizing all human beings as one, seeking always to solve the peoples' problems through dialogue and understanding , away from violence, so that everyone feels his responsibility towards his fellow human beings.

Political culture: Political perceptions of individuals (as citizens), to shape the political system, governance and political participation mechanisms.

10. Statistical treatment and study results

In order to answer questions of the study, the appropriate statistical treatment methods were used including arithmetic means, standard deviations, in addition to the method of content analysis, so that paragraphs were classified into three levels based on the arithmetic means calculations:

1 - Less than (2.33), is low

2 – Between (2.34-3.66), is average

3 – More than (3.67), is high

Table (9-1) shows the arithmetic means and standard deviations of peace concepts as presented in the civic education course curriculum at the University of Petra.

Table (10-1): Arithmetic means and standard deviations of the concepts of peace as presented in the civic education course curriculum

Field	AM	SD	Level
Content of the Civic Education Course	3.72	0.68	High
Teaching Methods	3.86	0.75	High
Course impact on students	3.69	0.84	High
Total Score	3.75	0.66	High

Table (10-1) shows that the arithmetic means ranged between (3.69) for the course impact on the students to (3.86) for the teaching methods, and with an overall average of (3.75), and with a standard deviation of (0.66), as the average sub-dimensional and the total score was in the high level. And to identify the members of the study sample responses to each paragraph, the arithmetic means and the standard deviations were calculated at each paragraph level, as the results shown in table (10-2).

Tables (10-2): Arithmetic means and standard deviations for the members of the study sample responses on the content of Civic Education Course.

No.	Paragraph	AM	SD	Level
2	The civic education course emphasizes the concepts of national	4.020	0.868	High
5	Civic Education Course describes the concepts of peace and	3.970	0.972	High
6	Civic Education Course deals with issues of world peace, as well	3.845l	1.003	High
1	The Civic Education Course book Includes the concepts of	3.840	0.823	High
7	Civic Education Course describes the relationship between the	3.770	1.040	High
9	Civic Education Course deals with the problem of stability,	3.630	1.048	Average
8	Civic Education Course includes the required concepts of peace.	3.515	1.107	Average
3	Civic Education Course presents concepts of global security	3.480	0.997	Average
4	Civic Education Course focuses on the national problems away	3.380	1.154	Average
	General Average	3.7167	0.67717	High

Table (10-2) shows that the arithmetic means ranged between (3.38 -4.02) with the highest value for the paragraph "The Civic Education Course emphasizes the concepts of national security" reaching (4.029), and the standard deviation of (0.86), while the least arithmetic mean was for the paragraph "Civic Education Course focuses on the national problems away from global issues" reaching a value of (3.38) and with a standard deviation of (1.15), as well as the general average of the arithmetic means that has reached (3.71), and the standard deviation has reached (0.677), indicating a high level.

Table (10-3): Arithmetic means and standard deviations for the members of the study sample responses on the Teaching Methods.

No.	Paragraph	AM	SD	Level
10	Lecturer allows extensive dialogue in a democratic atmosphere.	4.330	1.042	High
11	Lecturer allows students to discuss freely the concepts of peace.	4.315	0.877	High
12	Civic Education Course allows dialogue and debate about the	4.030	1.027	High
14	Lecturer presents the scientific material in a professional way.	3.935	1.174	High
15	Lecturer is limited to the memorization style and keeps	3.315	1.355	Average
13	Civic Education Course exams include questions about the	3.235	1.173	Average
	General Average	3.86	0.75	High

Table (10-3) shows that the arithmetic means ranged between (4.33 -3.23), with the highest value for the paragraph "Lecturer allows extensive dialogue in a democratic atmosphere" reaching (4.33), and the standard deviation of (1.04), while the least arithmetic mean was for the paragraph "Civic Education Course exams include questions about the concepts of peace" reaching a value of (3.23) and with a standard deviation of (1.17), as well as the general average of the arithmetic means reaching (3.86), and the standard deviations reaching (0.750), indicating a high level.

Table (10-4): Arithmetic means and standard deviations for the members of the study sample responses on the course impact on students.

No.	Paragraph	AM	SD	Level
16	Civic Education Course seeks to encourage students to do more	3.825	1.049	High
19	Civic Education Course increases awareness in the national	3.810	1.034	High
21	Civic Education Course provides students with sufficient	3.720	1.157	High
17	Civic Education Course students are fully aware of the concepts	3.665	1.086	Average
18	Civic Education Course forms a sense of awareness among	3.575	1.068	Average
20	Civic Education Course affects the student's personality.	3.540	1.202	Average
	General Average	3.69	0.84	High

Table (10-4) shows that the arithmetic means ranged between (3.82 -3.54), with the highest value for the paragraph "Civic Education Course seeks to encourage students to do more researches in the concepts of peace" reaching (3.82), and the standard deviation of (1.049), while the less arithmetic mean was for the paragraph "Civic Education Course affects the student's personality" reaching a value of (3.54) and with a standard deviation of (1.20), as well as the general average of the arithmetic means has reached (3.69), and the standard deviations has reached (0.840), indicating a high level.

10.1 (T) results

Test results for (T) values in the differences of the concepts of peace in the Civic Education Course curriculum according to the gender, specialization and the political intellectual affiliation variables.

1.1.1 (T) results for Gender variable

Table (10-5): Test results of (T) values in the differences of the concepts of peace in the Civic Education Course curriculum according to the gender variable

Field	Gender	Number	AM	SD	T	Significance
Content of the Civic Education Course	Male	388	3.80	0.69	1.62	0.11
	Female	412	3.64	0.65		
Teaching Methods	Male	388	4.03	0.66	3.26	0.00
	Female	412	3.70	0.80		
Course impact on students	Male	388	3.85	0.78	2.58	0.01
	Female	412	3.54	0.88		
Total Score	Male	388	3.88	0.64	2.71	0.01
	Female	412	3.63	0.66		

Table (10-5) shows that the values of (T) at the level of significance ($\alpha \leq 0.05$) for the variables (teaching methods, course impact on students, and the total score), where the values of T were (3.26, 2.58, 2.71) respectively, and the arithmetic mean shows that the averages with males were higher than in females, while for the content of the Civic Education Course, the value of (T) was 1.62 and the level of significance was (0.11).

10.1.2 (T) results for Specialization variable

Table (10-6): Test results (T) values in the difference of the concepts of peace in the Civic Education Course curriculum according to the specialization variable

Field	Specialization	Number	AM	SD	T	Significance
Content of the Civic Education Course	Scientific	304	3.7602	0.67819	0.711	0.478
	Humanitarian	496	3.6900	.67791	0.711	0.478
Teaching Methods	Scientific	304	3.6996	.72675	-2.39	0.018
	Humanitarian	496	3.9583	0.75368	-2.41	0.017
Course impact on students	Scientific	304	3.6535	0.86955	-0.47	0.641
	Humanitarian	496	3.7110	0.83078	-0.46	0.645
Total Score	Scientific	304	3.7124	0.64731	-0.62	0.533
	Humanitarian	496	3.7727	0.67050	-0.63	0.529

Table (10-6) shows that the values of (T) at the level of significance ($\alpha \leq 0.05$) for the teaching methods variable that the values of T was (-2.38), and the arithmetic mean shows that the averages with scientific specialization students were higher than in the humanitarian specialization students.

10.1.3 (T) results for Specialization variable

Table (10-7): Test results (T) values in the difference of the concepts of peace in the Civic Education Course curriculum according to the political intellectual affiliation variable

Field	Intellectual	Number	AM	SD	T	Significance
Content of the Civic Education Course	Yes	136	3.4706	0.93846	-2.352	0.060
	No	664	3.7671	0.60156	-1.769	0.085
Teaching Methods	Yes	136	3.7647	0.92398	-0.810	0.419
	No	664	3.8795	0.71389	-0.684	0.498
Course impact on students	Yes	136	3.6814	1.02195	-0.059	0.953
	No	664	3.6908	0.80639	-0.050	0.960
Total Score	Yes	136	3.6148	0.90672	-1.309	0.192
	No	664	3.7774	0.59806	-1.002	0.323

Table (10-7) shows that the values of (T) did not reach the level of significance at ($\alpha \leq 0.05$) for (teaching methods, course impact on students, and the course content) variables, where the values of (T) didn't show any statically significance for these variables.

11. Conclusion

After discussing all the analyzed statics, the study shows that; when the lecturer allows extensive dialogue in a democratic atmosphere in the classroom, and when he allows students to discuss freely the concepts of peace, as the Civic Education Course itself allows dialogue and debate about the these concepts of peace, and when the lecturer presents the scientific material in a professional way, as the Civic Education Course itself seeks to encourage students to do more researches in the concepts of peace, this will increase the awareness in the

national issues among students and will provide with the sufficient awareness of the concepts of peace.

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