Peace education in the 21st century

An essential strategy for building lasting peace

This report provides an overview of the importance of peace education, highlighting the challenges and opportunities for using it in efforts to bring about lasting global peace. It reviews key research and is heavily inspired by the discussions held in the context of the revision process of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. More specifically, this report draws from the following notes developed by UNESCO in 2022: "Current understandings, and threats to lasting peace", "New understandings of education's contributions to peace", and "The role of non-state actors in the promotion of peace through education".

This report was developed thanks to significant contributions from Tony Jenkins, Managing Director, International Institute on Peace Education (USA).

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

Cover credit: Hurst Photo/Shutterstock.com

Peace education in the 21st century:
An essential strategy for building lasting peace

Peace in the 21st century is challenged by unprecedented and interdependent global threats. It requires applying all the tools of peacebuilding, diplomacy, and conflict transformation available to us. This report provides an overview of the transformative, yet often overlooked role of education in fostering lasting peace. The report examines the evidence, trends, challenges, and potential to harness education effectively as a tool for change and explains how and why peace education is a necessity for global, regional, national and local strategies for peace.

Introduction

"Since wars begin in the minds of men, it is in the minds of men that the defences of Peace must be constructed"

Preamble to the Constitution of UNESCO

Negative trends in inter- and intra-state conflicts and the convergence of unconventional global threats to peace (climate change, pandemics, resource scarcity, migration, amongst many others) present tremendous challenges to the achievement and maintenance of international peace and security in the 21st century. Reducing violent conflict is vital to peace, but it also requires much more than that. Peace cannot be decreed solely through treaties. It must be nurtured through the dignity, rights, and capacities of every man and woman[i].

The pursuit of peace must therefore be a holistic and comprehensive endeavour. It requires the development of institutions that are essential for sustaining collective security, diplomacy, international law, and peacekeeping and peacebuilding. At the same time, peace must be rooted in normative and ethical standards, which are dependent upon democratic participation and the presence of justice, dignity, human rights, empathy, understanding and the assurance of basic human needs.

This report illuminates the essential role of education in upholding the institutions, norms and standards that help constructively manage conflict and prevent violence, and sustain peace. While education for peace has a long history as a tool and strategy for preventing and transforming violent conflicts, this overview seeks to uplift its significance as an essential tool within the UN framework, as well as with nation states, and non-state actors.

A holistic understanding of peace

Building lasting peace is complex, requiring a comprehensive and holistic vision of peace that includes several dimensions.

Peace is not just about *state security*. It also calls for *human security*, a long-standing effort pursued by the United Nations. Human security is a people-centered view that "complements state security, enhances human rights and strengthens human development. It seeks to protect people against a broad range of threats to individuals and communities and, further, to empower them to act on their own behalf." It is "an all-encompassing condition in which individual citizens live in freedom, peace and safety and participate fully in the process of governance."[ii] As such, human security is context-specific and oriented towards prevention.

The work pursued by the United Nations and global civil society to prioritize human rights and the *2030 Agenda for Sustainable Development* is essential to the establishment of a human and ecologically conscious foundation for lasting peace.

Peace is therefore not just the absence of war and direct violence ("negative peace"). It involves resolving the underlying causes of conflict that can lead to violence and war (*"positive peace"*).

Finally, peace is not just a static condition. It is a dynamic process that requires the active engagement of people and communities, and the establishment of norms and institutions that allow human well-being to flourish.[iii]

Sustainable peace is holistic: it requires ending direct violence and resolving the underlying causes of conflict

This multifaceted understanding of peace helps to identify the multiple forms of violence that must be addressed: direct and indirect, cultural and epistemic violence, to name but a few.

Warfare, as a direct form of violence, is visible and easy to recognize. But there are also more hidden forms of violence, which can be just as harmful and can result in deaths. Indirect forms of violence (or structural violence)[iv] deny people certain basic rights or prevent them from accessing resources equitably. Often systemic and institutionalized, indirect violence is typically encoded into norms, customs and laws and is exemplified by policies and practices of discrimination based on age, gender, sex preference, race, ethnicity, class and religion. Indirect forms of violence also often give rise to direct violence.

Cultural violence complements the structural, although it is more symbolic, rooted in social and political assumptions, attitudes and beliefs that are typically culturally produced. *Epistemic violence*, is the imposition of a dominant worldview on the other, accompanied by the invalidation and voiding of indigenous and minority systems of knowledge, beliefs,

traditions, languages and ways of being. Addressing the legacies of epistemic violence is vital to post-conflict peace processes and efforts of reconciliation.

Emerging understandings of threats to peace

As the first quarter of the 21st century comes to a close, the challenges of maintaining international peace and security have never been more complex. Collective security arrangements have been politically strained, arms control frameworks have deteriorated, and according to The *Bulletin of the Atomic Scientists*, new nuclear posturing has moved us closer to global catastrophe than ever.[v] The global security agenda has also expanded, as inter- and intra-state armed conflicts are now joined by the threats posed by climate change, the rise of autocracies, gender-based violence, pandemics, organized crime, increased inequalities within and among nations and declines in civic participation.

Evolving trends of armed conflict and their impacts

If peace is merely determined by the absence of armed conflicts between States, then the situation could appear positive. Indeed, only 17% of countries were engaged in armed conflict in 2019.[vi] However, since 1974 the absolute number of armed conflicts has increased in all world regions. Conflicts initiated by *non-state* actors have risen dramatically, more than doubling from 39 in 2000 to 82 in 2022.

Global military spending also reached an all-time high in 2022, reaching over 2.24 trillion USD.[vii] The true costs of war and militarism go beyond lives lost and money budgeted. Ecological devastation, gender-based violence, and collective trauma from armed conflict may take generations to recover from. The internal and external displacement of people from conflict strains economic systems that are already fragile. Such economic impacts are compounded by lost opportunity costs: research has demonstrated that spending on infrastructure, health and clean energy creates more and better paying jobs than spending the same on the military.[viii] Furthermore, evidence shows that the increasing militarization of domestic police forces results in increased police violence.[ix] The insecurity resulting from militarism leads us to consider the trade-offs and to consider other approaches and dimensions to security.

Emerging unconventional threats to peace

New and emerging unconventional threats to peace provide their own unique challenges. These threats are often interrelated and cross-border, implying that a threat to one country or region is a threat to all.[x] Climate change, pandemics, migration, resource scarcity, racism, xenophobia, gender-based violence, poverty and rapidly increasing polarisation are all obstacles to both internal and external peace.

Climate change represents an existential threat on par with nuclear proliferation and is a conflict multiplier.[xi] The destruction of habitats that humans depend on for food and living leads to resource scarcity (oil, water and food), which in turn produces anxiety, resentment and hostility that can lead to social unrest, conflict and potentially war. Climate change-related migration is a major security threat; by 2050, there is expected to be between 250 million[xii] and 1.2 billion[xiii] climate refugees.

Pandemics and health-related threats offer a similar challenge. "They have become more global and are causing more deaths, posing considerable socioeconomic and political risks to societies. Pandemics - and at times the strategies put in place to mitigate them - can deeply destabilize countries and regions."[xiv]

Challenges to civic participation, the curtailing of freedom of expression, government media censorship, and a dramatic decrease in the quality of elections is closely tied to the global rise of autocratic regimes. In 2022, 72% of the world's population lived in autocracies.[xv] The Varieties of Democracy Institute indicates that these declines correspond to backsliding in the level of democracy in the world relative to 1986. They also observe that disinformation, polarisation, and autocratisation reinforce each other. This autocratisation increases domestic instability and impedes the much needed transnational cooperation essential to addressing global threats.

Other forms of direct violence outside of armed conflict are generally overlooked as obstacles to peace. Misogyny, gender-based violence and patriarchal institutions threaten the lives of women, children and the LGBTQ+ community. Women and children are disproportionately impacted by conflict and rarely participate in peace processes. Rates of homicide far outpace the rates of those who die in armed conflict[xvi] and more than 700,000 people die due to suicide every year (approximately 1 in every 100 deaths).[xvii]

> **A growing sense of insecurity and lack of safety: The case of Africa**
> Global monitoring data on conflicts suggests an increase in the number of conflicts and the population affected in recent years, especially in Africa. This affects the perceptions of the population in a variety of ways. Analysis of Afrobarometer surveys by UNESCO's International Institute for Capacity Building in Africa[xviii] suggests an increase, amongst others, in the share of respondents who feel unsafe in their own home and walking in their neighborhood. The share of respondents who state that dealing with crime and insecurity is a top priority has also increased. In some countries, dealing with crime and security has become by far the top priority of the population, yet governments are perceived to be dealing with these issues less often with decreasing security over time.

While all the above threats are unique in their nature and impacts, they are inherently linked. For example, wars or violent conflicts can be triggered by threats posed by climate change, and growing inequalities within countries. All of these disproportionately impact women, children and minorities.

Addressing these interrelated threats requires a holistic, rather than piecemeal approach. As these threats to peace transcend borders, they require a global response and the development of a global mindset. Our strategies also need to incorporate an understanding that violence is contextual, requiring culturally, politically and socially relevant responses.

Peace education

What is peace education?

Peace education is learning both about and for peace. It promotes knowledge about the "requirements of, the obstacles to, and the possibilities for achieving and maintaining peace".[xix] It supports the development of skills, capacities, attitudes and values necessary to prevent violence, to resolve and transform conflict, and to "create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level."[xx]

The early origins of peace education were connected to informal, cultural practices and community-based education strategies and the influence of activist movements. Throughout most of the 20th century, peace education was viewed as a response to global issues, particularly violent conflicts and wars, bringing attention to the achievement of negative peace.[xxi] Peace education emerged as an academic field around the time the Peace Education Commission of the International Peace Research Association was formed in 1973.[xxii] It incorporated a critical and gendered analysis that led researchers to probe the possibilities of peace education contributing to positive peace with an emphasis on addressing structural and cultural violence.

Given the many forms of violence, interrelated with contemporary challenges, what role(s) then can education play in fostering and sustaining global peace?

UNESCO's Member States recently adopted the *Recommendation on Education for Peace, Human Rights and Sustainable Development.* It establishes a normative framework and blueprint for education to bring about lasting peace, reaffirm human rights, and promote sustainable development in the face of contemporary threats and challenges. The *Recommendation* provides an update to its 1974 predecessor, reflecting an evolution of understanding of education's role in the context of the 21st century. It is built upon 50 years of experience in education for peace pursued by UNESCO, its Member States and global civil society. The Recommendation affirms the integral link between education and the achievement of peace, and recognizes the important role that education plays in "empowering individuals, communities and societies to address global challenges and to take transformative action."[xxiii]

Purposes, goals and practices

In the 21st century, scholars and practitioners generally agree that the social and political purposes of peace education are directed toward the elimination of violence in all its various forms and manifestations (negative peace), and the nurturing and establishment of the conditions necessary for peace to flourish (positive peace) at intrapersonal, interpersonal, intergroup, national and/or international levels.

There are wide-ranging learning goals and objectives of peace education practiced around the world in various contexts. Most efforts begin with a foundation focused on education "about" peace, imparting relevant knowledge and critical thinking on the conditions of sustainable peace and how to achieve them, and developing a critical understanding of violence in all its multiple forms and manifestations.

Peace education is also transformative and futures oriented: it seeks to nurture attitudes and capacities for pursuing peace personally, interpersonally, socially and politically. As Loreta Navarro-Castro & Jasmin Nario-Galace from the Philippines observe:

> "[Peace education] cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behaviors that, in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values."[xxiv]

The transformative goals of peace education involve personal, relational, political, structural, cultural and ecological dimensions. These dimensions of learning are generally cross-cutting and interrelated, each shaping and informing the other. These goals and objectives are pursued through a diversity of transformative learning approaches and practices.

Goals, objectives, and transformative practices of peace education		
Dimension	**Learning goals and objectives**	**Transformative learning approaches/practices**
Personal	Develop capacities for managing internal conflicts, biases, and ethical/moral decision-making; engage in critical self-awareness and introspection; nurture social-emotional intelligence and creativity; engage in worldview reflection; and foster political agency.	▪ self-reflection ▪ ethical/moral reflection ▪ journaling ▪ perspective taking ▪ critical thinking ▪ social-emotional learning
Relational	Develop empathy and understanding of others, as well as appreciation of cultural, ethnic, and national differences; foster global citizenship, developing awareness of interdependence & interconnection across cultures and amongst and between members of nation states; and develop skills and capacities for resolving & transforming conflicts without violence.	▪ social-emotional learning ▪ conflict transformation and resolution ▪ reflective listening ▪ dialogue ▪ education for health and well-being ▪ cooperative & collaborative learning ▪ restorative and circle processes ▪ peer mediation
Political	Develop understanding of basic principles of rights and responsibilities; foster civic engagement, political agency and develop advocacy skills; experience and practice collective and democratic decision-making processes; and learn to dialogue across differences.	▪ critical thinking ▪ cooperative & collaborative learning ▪ dialogue and deliberation ▪ experiential and place-based learning ▪ nonviolent direct action ▪ human rights learning
Structural	Develop awareness of the systems in which relationships are embedded and the institutions through which norms and values are established and maintained; develop awareness of structural violence (the conditions, processes, and root causes that give rise to direct violence); understand equity and justice and how to pursue them; engage in systems and institutional analysis & design.	▪ restorative justice ▪ history education ▪ historical narratives ▪ futures thinking ▪ systems thinking ▪ critical/analytic thinking ▪ designing institutions & systems
Cultural	Develop awareness of the cultural roots of knowledge creation and meaning construction;	▪ experience different cultures ▪ cross-cultural and intercultural dialogue

	cultural assumptions related to communication, expression of emotion, ways of settling differences, & approaches to dialogue; nurture appreciation of cultural differences and develop intercultural competencies; and explore cultures of peace.	▪ global citizenship education ▪ creative thinking and expression
Ecological	Nurture respect for all life and ecological thinking and awareness; foster systems and future thinking in support of sustainability; develop awareness of interdependence and interconnection amongst and between peoples and the broader web of life; and nurture ecological responsibility; develop awareness of relationship of self to others and all living systems.	▪ systems thinking ▪ futures thinking ▪ education for sustainable development ▪ experiencing nature

Source: UNESCO. (2023). The Role of non-state actors (NSA) in the promotion of peace through education: technical note

Formal, nonformal, informal and lifelong learning for peace

Formal education is one of the most influential institutions of cultural production and reproduction in any given society. As such, including peace education into *formal schools* is an essential strategy of peacebuilding. Peace education can be integrated into schools to support the learning goals necessary for addressing global threats and their local manifestations, and is a particularly effective support strategy in state-led efforts in post conflict settings. An example is the work being done in Colombia (see further down) or in Kenya where a peace education programme was introduced in 2008 against the backdrop of disputed presidential elections and subsequent post-election violence.[xxv]

Formal peace education as a tool of peacebuilding in the Philippines
Peace education efforts in the Philippines address various forms of violence including the direct/physical, structural, socio-cultural and ecological. The work is supported by the Office of the Presidential Adviser on the Peace Process (OPAPP), which helps establish partnerships with public and private schools and non-governmental organizations in promoting and implementing peace education. Several formal mandates have supported these efforts, including the Department of Education Order No. 44 (2005), "Declaration of Schools as Zones of Peace." Executive Order No. 570 (2006), supports the "Institutionalization of Peace Education in Basic Education and Teacher Education in the Philippines." In 2019 the "Bangsamoro Organic Law" was established, stipulating that peace education shall be integrated in all levels of education in the Bangsamoro territory. Also in 2019, the Commission on Higher Education issued a memorandum that called upon higher education institutions to offer peace studies and peace education either as an elective or integrated in relevant higher education subjects.[xxvi]

The work in schools must also be complemented by non-formal, informal, and lifelong learning efforts. *Non-formal educational* efforts conducted by non-state actors, NGOs, and grassroots community groups are rooted in direct knowledge and experience of conflict-affected areas and apply approaches and pedagogies that are culturally relevant. Non-formal education is vital to reach those outside formal education settings, including children, young people and adults. Additional strategies should be devised to support *informal learning* for peace that takes place in the family, the workplace and community settings. Establishing *lifelong learning* strategies and infrastructures are essential to support the full development of the person, and for nurturing capacity development throughout life to respond to emergent threats in a changing world.

Lifelong learning
Lifelong learning, as explored through the work of the UNESCO Institute for Lifelong Learning, brings focus to adult learning with a particular emphasis "on furthering educational equity for disadvantaged groups and in the countries most afflicted by poverty and conflict."[xxvii] By supporting continuing education, lifelong learning contributes to equitable and sustainable development. However, lifelong learning is more than vocational training; it is the foundation for an educational cultural shift fostering an ethos of a learning society that supports learners in achieving their full potential and providing them with the means to address threats and challenges in an ever-evolving world and at all stages of life.

Diverse and complementary approaches to peace education

While education for peace is global in scope, its practices should be culturally and contextually specific. Effective practices identify and acknowledge the intersections and interdependencies between global threats to peace and local manifestations of violence and injustice. They are culturally contextualized and emerge from the concerns, motivations, and experiences of a given population, within a particular historical, social or political context. While establishing holistic peace programmes is the ideal for the long-term goals of global peace, considering people's present situation and supporting their immediate needs is an important strategy and best practice.

A variety of approaches have emerged over the past 50+ years offering different entry points to the promotion of peace and human rights. Many of these approaches[xxviii] are not explicitly identified as "peace education" nonetheless their implicit social purposes and learning goals contribute directly to the development of cultures of peace.

Given the complexity of threats to peace, establishing lasting peace requires a diversity of peacebuilding and peace education strategies that build and strengthen social ties at the family and community levels.

The following overview introduces a diversity of complementary and interrelated best practices and approaches to peace education and the relevant contexts in which they might emerge and be practiced.[xxix]

Post-conflict peacebuilding

Peace education makes critical contributions to peacebuilding efforts in and between countries emerging from protracted violent contexts. Post-conflict peacebuilding education addresses the disproportionate impact of armed conflict on children and the disruption to educational activities, and it supports the processes of reconciliation, truth-telling, and post-conflict justice.

Colombia: Embracing the truth

While peacebuilding is a political and social process, the Final Report of the Truth Commission (2022) of Colombia also acknowledges that at its core it is a personal process, and therefore a process of learning. The Report recognises that peacebuilding requires reflection and acknowledgement of a shared violent past, developing capacities of dialogue and conflict transformation for mending broken relationships and fostering reconciliation, and, most significant to peace education, nurturing new ways of thinking to overcome worldview obstacles to change, as well as fostering thinking about and planning preferred futures. The report further calls for cultural transformation to become a national level project. The National Ministry of Education is exploring opportunities to implement the Report's recommendations into curricula and schools with the input of teachers.[xxx] The Report also calls for partnerships between the government and civil society. On the first anniversary of the Report, more than 1300 educational institutions came together to open a path of dialogue and reflection on the value of truth in coexistence and the history of the Colombian armed conflict.[xxxi]

Global citizenship education

Global citizenship education (GCED) has been particularly central to UNESCO's educational mission, providing a framework well suited to addressing global threats. GCED emphasizes values of interdependence and interconnection (from the local to the global) and prepares learners to be active citizens within a broader global community. While not impinging on state sovereignty or other superseding identities, GCED fosters the development of a global mindset in understanding how the world works and supports learners in actively finding solutions to challenges that extend beyond borders. GCED integrates components of civic education, education for international understanding, global education, human rights and multicultural education.[xxxii]

Conflict resolution education

Conflict resolution education (CRE) provides learners with the knowledge, skills and capacities to resolve and transform conflict without violence. CRE has been integrated into schools around the world by incorporating learning which addresses anti-bullying education, violence prevention, conflict transformation, dialogue, mediation, negotiation and peer mediation. It focuses primarily on building and sustaining healthy relationships. Research shows that these and other interventions to prevent violence in schools tend to have a high return on investment.

Preventing violence in schools
Preventing violence in and around schools is essential to ensuring children's well-being and supporting safe spaces for learning. Unfortunately, violence in schools remains widespread in many countries, contributing to learning poverty and leading some children to drop out. According to global data gathered by UNESCO[xxxiii], almost one in three students (32%) has been bullied by peers at school at least once in the last month. Recent studies by UNESCO-IICBA[xxxiv] and The World Bank[xxxv] suggest that interventions to end violence in schools tend to have high benefit-to-cost ratios and are also often affordable. Preventing violence in schools represents a smart investment in the development of children's human capital.

Education for democracy

Education for democracy has been a significant approach in countries transitioning from autocratic governments. It supports the development of democratic values and citizen participation, and fosters the knowledge, dispositions, and capacities necessary for participation in public deliberation on basic questions of justice. Democratic education is also prevalent in existing democracies and is characterized in practice by equality between students and teachers, the active participation of learners and teachers in every aspect of school life, and student autonomy and choice. Democratic education incorporates themes and practices of civic engagement, public education about peace processes, public deliberation, public reason and transitional justice.

Disarmament education

"Disarmament education, an essential component of peace education, implies both education about disarmament and education for disarmament."[xxxvi] Disarmament education is particularly prevalent in post-conflict contexts where there is need for education for demilitarization, small arms reduction, and child soldier and ex-combatant reintegration. Disarmament education also addresses broader transformative goals of global security, including nuclear disarmament and general and complete disarmament. The 2002 United Nations Study on Disarmament and Non-Proliferation Education (A/57/124)[xxxvii] provides a list of 34 recommendations for action for governments, regional organizations, the UN and other international organizations to undertake. It also emphasizes that the goals of disarmament education should be directed towards how to think, rather than what to think.

Nuclear disarmament education – Learning from the experience of Japan
Japan, as the only nation ever to have suffered a nuclear attack, has played a significant and visionary role in developing nuclear disarmament education. *Hibakusha* (atomic bomb survivors) have been leading efforts in Japan, and around the world, to keep their stories alive while also educating for a world without nuclear weapons. The United Nations Office for Disarmament Affairs (UNODA) and the government of Japan recently launched the "Youth Leader Fund for a World Without Nuclear Weapons"[xxxviii] which provides training in general principles of nuclear disarmament, non-proliferation, and arms control through online courses. A selected cohort attends a week-long in-person study tour of Hiroshima and Nagasaki. The aim of the programme is to equip future leaders to bring together global efforts to eliminate nuclear weapons.

Interethnic/intercultural education and education in divided societies

Interethnic/intercultural education encourages critical perspective-taking, meaning understanding alternative points of views, of ethnic and cultural differences and promotes mutual understanding of the functioning of pluralistic societies. These approaches are common in post-conflict settings shaped by ethnic, cultural, and religiously motivated conflicts. Specific education approaches have also been developed to help overcome longstanding divisions, where communities have been separated. This work integrates perspectives from history education, historical memory, intercommunal education, reconciliation and transitional justice.

> **Cyprus: Bridging the divide**
> When the border crossing between the north and south was closed and contact was not possible, youth were brought together out of the country for intercommunal and cross-cultural experiences, providing many teenagers with their first opportunity to meet someone from the other side. When border crossings became possible, new intercommunal programmes emerged, many of which took place in the UN controlled Buffer Zone at the Home for Cooperation, which was established by the Association for Historical Dialogue and Research (AHDR) in 2011. Direct peace education efforts, including the groundbreaking "Imagine" Programme, have introduced anti-racism education and education promoting a culture of peace. Indirect peace programmes also exist, promoting peace through communal interaction, bringing Greek and Turkish Cypriot children and youth together through sports, scientific exploration, and music.[xxxix]

Education for sustainable development

Education for sustainable development (ESD) "empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity", as defined in the Education 2030 Framework for Action. Its foci span the Agenda's 17 goals, many of which comprise of challenges rooted in manifestations of structural violence, including poverty, lack of ecological security, inequitable economic development, environmental racism, decolonization, and lack of access to education.

Human rights education (HRE)

The United Nations Declaration on Human Rights Education and Training[xl] defines human rights education as comprising "all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing to, inter alia, the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights." Thus, HRE empowers citizens to "understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights."[xli] Human rights are rooted in human dignity and are the foundation of civil, political, social, economic and cultural peace.

Restorative practices

Restorative justice (RJ) provides a holistic framework towards reparative justice through dialogue involving victims, offenders, and community members. RJ operates on the premise that all beings are connected and crime, or violence, represents a rupture in the web of relationships. Similar to GCED and HRE, RJ notions of interconnection and interrelationship imply mutual obligations and responsibilities. RJ practices are incorporated into schools and have been used to support the development of healthy school climates, to address conflicts, and build community. RJ practices have also been incorporated into mechanisms of post-conflict transitional justice. Restorative practices incorporate anti-bias and anti-racist education, perspective taking, and community building work.

> **Addressing discrimination against indigenous persons through restorative practices in Bolivia (Plurinational State Of)**
> Bolivia has experienced a long history of discrimination against the country's indigenous people. Restorative practices such as dialogue circles and storytelling aligning with more traditional forms of indigenous practices. These have effectively been implemented via pilot projects in public schools and the juvenile justice system in the department of La Paz.[xlii]

Gender education

Violence and discrimination on the grounds of sexual orientation, gender identity and expression, as well as misogyny,[xliii] and the prevalence of patriarchal power structures prevent many women, men, girls and boys from living with dignity and achieving their full human potential.[xliv] Promoting the Women, Peace and Security Agenda through education[xlv] works to assure the full and equal political participation of women, promotes awareness of the disproportionate impact of conflict and war on women and girls, and supports women's economic empowerment.

> **Global Network of Women Peacebuilders: Bridging the global policy gap**
> In an effort to bridge the gap between global policy and local action on gender justice, the Global Network of Women Peacebuilders (GNWP) initiated the Localization of the United Nations Security Council Resolutions (UNSCR) 1325 and 1820 programme.[xlvi] This people-based, bottom-up approach to policy-making complements the efforts of national governments, ensuring that the resolutions on Women, Peace and Security are making a positive difference in conflict affected communities. The programme fosters direct engagement with local authorities, traditional leaders, local women and youth leaders, educators, internally displaced persons (IDPs) and other vulnerable groups in the implementation of UNSCR 1325 and 1820. The Localization programme has been implemented in several countries with remarkable results. In Nepal, UNSCR 1325 and 1820 have been integrated into school curricula and training for police and the army. In the Philippines, a traditional peace council in Kalinga province (called Bodong) made up of 24 members appointed by tribal elders have for the first time included four women to deliberate with the men. In Uganda, communities are beginning to know and respect women's rights, thus reducing the incidence of gender based violence.

Social emotional learning (SEL)

Developing social and emotional skills and constructively managing intrapersonal conflicts are foundational goals of peace education and many related approaches. Research conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) [xlvii] documents the positive impact of SEL on academic performance, healthy relationships, and mental wellness. SEL also supports the development of the whole person: mind, body and spirit. It acknowledges humans as autonomous beings, worthy of dignity, well-being and flourishing.

What works? Examining the evidence and best practices

The evaluation of education for peace yields generally positive results, but longitudinal research is limited. Several studies substantiate the effectiveness of short-term formal peace education efforts. Research analysing 79 studies of peace education programmes in relatively tranquil states from 1981-2000, "found that 80-90% were effective or at least partially effective."[xlviii] Other research has shown similar positive effects, particularly related to sense of self, and attitudinal and behavior change. Participants are generally able to apply the knowledge and skills they learn in their daily lives. However, it is undetermined if short-term interventions are able to "affect deeply held cultural convictions"[xlix] or transform worldview assumptions, particularly in contexts of intractable and enduring conflict. In other words, short term interventions are observed to be generally effective at transmitting fundamental knowledge and developing relational and conflict skills, yet it is difficult to determine if these efforts are achieving enduring behavioural change and the more longitudinal and transformative relational, structural and cultural changes that result from human agency.

Peer reviewed research from around the world
There is an ever-increasing body of qualitative research conducted in nearly all world regions evaluating the impacts and effectiveness of peace education contributing to lasting peace.[l] This research is conducted and reviewed by professional scholarly organizations and published in several this QR code to access a sampling of peer reviewed peace education research from all world regions.

Some research suggests that efforts designed to support personal and interpersonal change may be ineffective in contexts of enduring direct and structural violence, where inter-group relations should be given greater priority.[li] Many theorize that deeper social and cultural transformation is not possible without the comprehensive and sustained integration of context-specific educational interventions into the whole of society, through formal, non-formal and lifelong learning efforts. Such an integrative approach leads to the legitimization and acceptance of new ideas, norms and values by society in general.[lii] The lack of evidence of the effectiveness of peace education at scale is correlated with the fact there are few systemic, long-term programmes to study. This is further compounded by a lack of funding to support the necessary educational research.

Beyond measuring the extent to which students acquire new knowledge and skills, and change their attitudes and behaviors, there remains the question of efficacy. "How does the learning contribute to social change? What actions do participants take due to their new

learning and experiences?"[liii] These outcomes are much more difficult to measure as they are less easily observable, more longitudinal in nature, and are impacted by culture, collective histories and traumas, as well as concurrent and evolving social, political and cultural realities.

General observations support the conclusion that using transformative and holistic methods can effectively nurture learners' motivations to contribute to the building of a more just world. Transformative pedagogies incorporate cognitive, social and emotional, and active dimensions of learning. Metaphorically speaking, transformative learning integrates the head, heart, hands and feet of the learner. Cognitive learning explores the roots of conflict through critical thinking and critical reflection and encourages the exploration of alternatives. Social and emotional learning invites students to reflect upon and consider values, engage in perspective taking, and nurture empathy for others. Active learning invites learners to consider practical personal and social action to pursue change. Theory suggests that learning must provide opportunities for reflection on the interdependence between personal and political realities for it to lead to human agency[liv] and that learning from and reflecting upon experience[lv] is foundational to all transformative learning processes. The integration of transformative education across the education sector was one of the final recommendations of the 5th UNESCO Forum on transformative education for sustainable development, global citizenship, health and well-being.[lvi]

Preventing the spread of violent extremism through transformative pedagogies
Transformative pedagogy is an innovative pedagogical approach that moves away from merely informing learners with knowledge towards shaping their behaviors, inspiring them to become responsible and active citizens who take action to address injustices around them, and empowering them to respond to ethical dilemmas in their local contexts. Under this approach, learners make sense of the dynamics in their communities and understand discrimination, injustice, and violent conflict around them. Teachers support learners in understanding the root causes of grievances and cleavages in communities, equipping them with competencies to identify why there are situations of conflict and how to solve them. The approach has been used to prevent the rise of violent extremism, among others by UNESCO's International Institute for Capacity Building in Africa (IICBA) under a series of projects implemented over five years in 28 countries with funding from the Government of Japan. An independent evaluation of the projects suggests positive impacts, as do interviews with key participants available on IICBA's website[lvii].

Beyond pedagogy, the content, form and structure of education all have significant influences on learning outcomes within schools and should reflect the needs of the learners and the local context. The content of the learning should be meaningful and relevant to the context in which it takes place, rooted in an understanding that such needs, while local, are also global in scope. Local social justice concerns should be reflected in the curricula. For example, anti-bias, anti-racist, and inter-ethnic/intercultural education are particularly relevant to places experiencing migration crises caused by conflict, climate change, health, and other factors. In countries emerging from protracted violent contexts, disarmament and post-conflict peacebuilding education can be utilized to addresses the disproportionate impact of armed conflict on children and the disruption to educational activities. Post-conflict peacebuilding education also supports processes of reconciliation, truth-telling, and post-conflict justice.

Research also shows that whole school approaches[lviii] are a particularly effective strategy for integrating peace values school-wide and in the community. Whole school approaches bring integrity and holism into the curriculum, school culture, disciplinary policies, student-teacher relations and management practices. Whole school approaches also encourage parent participation in learning and integrate the voices and needs of the local community.

Challenges

It is well documented[lix] that certain practices, policies, curricula, and pedagogies utilized in formal schools can be impediments to peace, often contributing to the continuation of violence and the perpetuation of harmful stereotypes and ideologies. Certain pedagogical approaches can normalize violence, racism and exclusionary practices, which have a detrimental impact on learners and their ability to become agents of peace. Ensuring peace education is embedded in the ethos of education systems is a key challenge.

The overall coherence of education systems is also of critical importance. Meaningful learning is jeopardized when students receive messages in the classroom that are disconnected from, or contradicted by, other institutional practices, such as the artificial separation of knowledge into isolated subjects, disciplinary practices, the relations between students, teachers and administrators, and the connection between the school and community. All these aspects of education have an influence on learning outcomes and can present obstacles if not geared towards transformative learning.

In both peacebuilding and peace education practice and research, trauma, mental health and well-being remain inadequately addressed. Individual, collective, and structurally induced trauma are barriers to learning. Trauma can shatter one's worldview and assumptions about humanity, and create feelings of humiliation, guilt, and self-blame. In the short-term, if trauma is left unattended it can lead to a victim/aggressor cycle. Unaddressed in the long term, it can be passed on to future generations. Investments and research are needed to support trauma-informed peace education.

More generally, peace education isn't a viable strategy unless we invest in it. Unfortunately, there is no clear data on national funding for formal or non-formal peace education, making it difficult to measure the funding gap. We do however know that only $457.2 million out of $33 billion provided by the 1000 largest US foundations supported peace and security funding in 2019. In the landscape of US philanthropy, this represented just 1.2% of global grantmaking.[lx] Unless peace education is made a funding priority, it will remain an add-on.

Finally, it must be acknowledged that living in a world of converging global crises breeds hopelessness and apathy. The enormity and complexity of the challenges, and the often slowness of formal response mechanisms fosters fear. Under these conditions, fears for the future are considered realistic and hopes for peace are considered unrealistic. Peace education deals with these challenges by emphasizing histories of successful social change, fostering skills of the imagination, and developing capacities for futures thinking.

Policy and practice recommendations

The following recommendations, aligned with those outlined in the recently adopted "Recommendation on Education for Peace, Human Rights and Sustainable Development", are proposed towards improving and strengthening the effectiveness and prevalence of peace education and its related approaches (as described above) in both formal and nonformal contexts.

➡ Adopt laws, norms, policies, and strategies supportive of peace education

The formal adoption of supportive measures is essential to mainstreaming peace education as a strategy for peace and as a whole-institution and whole-of-society approach. Such efforts should be explored at global, regional, state, local, and school levels. Whole school approaches, and the comprehensive and sustained integration of educational interventions into the whole of society, through formal, non-formal and lifelong learning efforts are more likely to yield more transformative results.

For example:
- governments should develop comprehensive legislation in support of peace education
- ministries of education should develop curricula, teacher training and learning materials
- encourage the development of whole-school educational policies that promote inclusion, respect for diversity, and actively challenge racism, all forms of violence and discrimination

➡ Support teacher participation, development, preparation and training in peace education

Educational policy and legislation efforts that are not accompanied by teacher training are generally ineffective. The mandating of pre- and in-service peace education programmes into teacher training institutions is necessary for formal and non-formal educators to acquire knowledge of peace education content and develop skills and capacities to facilitate transformative pedagogies.

Teacher training should introduce a wide array of pedagogical frameworks and approaches (such as those outlined in this report), emphasizing how they complement each other and how they intersect. Special attention should be afforded to training in transformative pedagogies – these are the essential building blocks of pedagogies that support peace. These pedagogies should be derived from local cultural and indigenous practices and should incorporate learner-centered practices[lxi] that elicit the interests, needs and motivations of the students to support more meaningful learning.

Teacher participation in the design of teacher policies at the system and school level is also critical. Educators who have first-hand knowledge of local experience with violence, should have a direct role in the development of curricula and pedagogies that shape learner outcomes.

For example:
- prioritise investments in pre- and in-service teacher training in peace education at all levels (country, state, city)
- incorporate peace education into basic teacher training certification
- introduce diverse and context relevant approaches to peace education, prioritizing local and indigenous knowledge and pedagogies
- incorporate transformative pedagogies into all teacher training and lifelong learning
- assure the meaningful participation of teachers in educational policy decision-making processes

➡ **Prioritize funding and support of peace education and peace education research**

Education for peace requires substantial investment from governments, and other sources of funding. These investments should take a long-term view and support capacity development for evidence-based research. These investments should include public schools, higher education institutions, and non-formal partners. Special priority should be given to investing in research supporting the development and research of trauma-informed approaches to peace education.

For example:
- support peace education with long-term investments, with a recommended minimum 10-year commitment
- establish partnerships between governments and other donors to support long-term financial investments
- prioritise funding support for the research and development of trauma-informed peace education

➡ **Nurture strong partnerships between formal and non-formal education sectors**

In the pursuit of lasting peace, formal and non-formal education must be seen as symbiotic partners. While institutionalised education can formally prescribe social learning goals, non-formal and grassroots education often challenges and extends the aims of education. Non-formal education can also be viewed as complementary, helping to legitimize educational aims and support social and cultural adoption.

For example:
- states should provide increased support for complementary non-formal education efforts
- pursue opportunities to bring non-formal learning into formal spaces, and vice versa

➡ **Support youth engagement, participation, and empowerment**

Youth are generally seen as the recipients of education, but their concerns are rarely part of the education agenda.[lxii] For education to be transformative, it must be learner-centered and prioritise the concerns and motivations of youth. Young people should have a say in matters that affect them, particularly in the context of their formal educational experiences and the content of their learning.

For example:
- assure the meaningful participation of youth in educational policy decision-making processes
- conduct research to assure learners' present and future concerns are reflected in the curricula

➡ **Invest in early childhood and lifelong learning for peace**

Early childhood education is formative and can support the development of peace values and an appreciation for learning that contributes to a culture of peace. Lifelong learning for adults offers a strategic pathway for changing the culture of learning and for nurturing societies more capable of responding to emerging threats.

For example:
- assure adequate investment in early childhood peace education that takes place both inside and outside of schools
- provide affordable, and where and when possible, free lifelong learning opportunities for adults to support the development of knowledge and skills needed to address threats to peace
- early childhood and lifelong learning should be directed toward the full development and empowerment of the human person

Resources and organizations

Following is a brief sampling of organizations and resources focused on peace education research, advocacy, training, and development.

Global peace education promoting networks and organizations

- UNESCO Chairs and UNITWIN Networks. unesco.org/en/unitwin
- UNESCO Associated Schools Network (ASPnet) unesco.org/en/aspnet
- UNESCO International coalition of Inclusive and Sustainable Cities – ICCAR unesco.org/en/no-racism-no-discrimination/iccar
- UNESCO Global Network of Learning Cities unesco.org/en/learning-cities
- Global Campaign for Peace Education. peace-ed-campaign.org
- International Institute on Peace Education. i-i-p-e.org
- Peace Education Working Group of the Global Partnership for the Prevention of Armed Conflict (GPPAC). gppac.net/what-we-do/peace-education
- Quaker Council for European Affairs Peace Programme. qcea.org/peace/peace-education
- University for Peace. upeace.org
- The Berghof Foundation. berghof-foundation.org/themes/peace-education
- The Georg Arnhold Program. gei.de/en/institute/career/georg-arnhold-program
- The Comparative and International Education Society Peace Education Special Interest Group. sigs.cies.us/peace
- The Peace Education Commission of the International Peace Research Association. iprapeace.org

UNESCO frameworks & declarations

- Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (42 C/40). https://unesdoc.unesco.org/ark:/48223/pf0000386924
- Declaration and integrated framework of action on education for peace, human rights and democracy. https://unesdoc.unesco.org/ark:/48223/pf0000112874

Other resources

- UNESCO's programme on Global Citizenship and Peace Education, unesco.org/en/global-citizenship-peace-education
- UNESCO Clearinghouse on Global Citizenship Education. gcedclearinghouse.org
- GCED Online Campus. gcedonlinecampus.org
- Education for sustainable development: a roadmap. https://unesdoc.unesco.org/ark:/48223/pf0000374802
- Peace Education Global Knowledge Clearinghouse. peace-ed-campaign.org/clearinghouse
- Mapping Peace Education. map.peace-ed-campaign.org
- Humans of Peace Education. humansofpeaceeducation.org

Endnotes

i *Peace Means Dignity, Well-Being for all, Not Just Absence of War –UN Officials.* (2014). UN News. https://news.un.org/en/story/2014/09/476992-peace-means-dignity-well-being-all-not-just-absence-war-un-officials

ii Commission on Human Security. (2003). *Human Security Now.* See also: General Assembly resolution 66/290

iii Galtung J., Fischer D. (2013) Positive and Negative Peace. In Johan Galtung. Springer Briefs on Pioneers in Science and Practice, vol 5.

iv Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 1969.

v Mecklin, J. (2023, January 24). *A Time of Unprecedented Danger: It Is 90 Seconds to Midnight.* Bulletin of the Atomic Scientists. https://thebulletin.org/doomsday-clock/current-time/

vi UCDP. (2019). *UCDP - Uppsala Conflict Data Program*. Ucdp.uu.se. https://ucdp.uu.se/

vii SIPRI. (2023). *SIPRI Military Expenditure Database*. Sipri.org. https://milex.sipri.org/sipri

viii Garrett-Peltier, H. (2017). *Job Opportunity Cost of War.* https://www.brown.edu/news/2017-05-25/jobscow

ix Tiscornia, L. (2023). Police reform in the aftermath of armed conflict: How militarization and accountability affect police violence. Journal of Peace Research, 0(0). https://doi.org/10.1177/00223433221128846

x Swain, A. (2013) Understanding emerging security challenges: Threats and opportunities.

xi Klare, M. (2001). Resource wars: The new landscape of global conflict.

xii UNHCR. (2008). Top UNHCR official warns about displacement from climate change. https://www.unhcr.org/us/news/stories/top-unhcr-official-warns-about-displacement-climate-change

xiii Institute for Economics and Peace. (2023). *Ecological threat report 2023.* https://www.visionofhumanity.org/wp-content/uploads/2023/11/ETR-2023-web-261023.pdf

xiv UNESCO. (2022). Technical note: Current understandings of, and threats to, lasting peace.

xv Varieties in Democracy Institute. (2023). Democracy report 2023: Defiance in the face of autocratization.

xvi United Nations. (2019). *Global study on homicide*. Unodc.org; United Nations. https://www.unodc.org/unodc/en/data-and-analysis/global-study-on-homicide.html

xvii World Health Organization. (2023, August 28). *Suicide*. World Health Organisation. https://www.who.int/news-room/fact-sheets/detail/suicide

xviii Tsimpo, C., & Wodon, Q. (2024). Perceptions of crime, conflict, and security in Africa: Estimates from the Afrobarometer and implications for education for peace. UNESCO IICBA.

xix Reardon, B. (2000). Peace education: A review and a projection. In B. Moon, M. Ben-Peretz & S. Brown (Eds.), *Routledge international companion to education*.

xx Fountain, S. (1999). Peace education in UNICEF. UNICEF

xxi Harris, I., & Morrison, M. L. (2013). *Peace education: 3rd edition.*

xxii Pervical, M. (1989). An intellectual history of the Peace Education Commission of the International Peace Research Association.

xxiii UNESCO. (2023). Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (42 C/40).

xxiv Navarro-Castro, L. & Nario-Galace, J. (2019). Peace education: A pathway to a culture of peace, (3rd Edition)

xxv Wanjiru Kangethe, M. (2015). *The Peace Education Programme in Kenya*. https://www.peace-ed-campaign.org/the-peace-education-programme-in-kenya/

xxvi Navarro-Castro, L. (2021). *Philippines.* In Jenkins, T., & Segal de la Garza, M. (Eds.), *Mapping Peace Education*. https://map.peace-ed-ncampaign.org/view/mapping-peace-education/entry/310/

xxvii *Our mission.* (2021). Unesco.org. https://www.uil.unesco.org/en/unesco-institute/mandate

xxviii For example, global citizenship education, education for sustainable development, and human rights education (outlined below) are all critical educational approaches to foster human and planetary rights, duties and responsibilities for present and future generations

xxix This overview of approaches is adapted from the global research project "Mapping Peace Education." https://map.peace-ed-campaign.org/approaches-themes/

xxx *En Cartagena, se llevó a cabo el Encuentro de Educación para la Paz*. (2021). Mineducacion.gov.co. https://www.mineducacion.gov.co/portal/salaprensa/Comunicados/412374/En-Cartagena-se-llevo-a-cabo-el-Encuentro-de-Educacion-para-la-Paz

xxxi Education, G. C. for P. (2023). *The School Embraces the Truth (Colombia).* Global Campaign for Peace Education. https://www.peace-ed-campaign.org/the-school-embraces-the-truth-colombia/

xxxii See: The UNESCO Clearinghouse on Global Citizenship Education hosted by APCEIU. https://www.gcedclearinghouse.org/

xxxiii UNESCO. (2019). Behind the numbers: Ending school violence and bullying. https://unesdoc.unesco.org/ark:/48223/pf0000366483. The report brings together for the first time in one place a wealth of quantitative data from two large-scale international surveys, the Global School-based Student Health Survey (GSHS) and the Health Behaviour in School-aged Children (HBSC) study, which cover 144 countries and territories in all regions of the world, and from a wide range of other global and regional surveys

xxxiv Nayihouba. A., & Wodon, Q. (2023). Violence in schools in Africa: Prevalence, impacts, and potential solutions. *IICBA Discussion Paper 2023-1*. Addis Ababa, Ethiopia: UNESCO IICBA.

xxxv Wodon, Q., Fèvre, C., Malé, C., Nayihouba, A., & Nguyen, H. (2021). *Ending violence in schools: An investment case*. The World Bank, The Global Partnership to End Violence against Children, and Safe to Learn.

xxxvi UNESCO. (1980). *Final Document of UNESCO's World Congress on Disarmament Education.* https://bit.ly/1980disarmamented

xxxvii United Nations General Assembly. (2002). United Nations study on disarmament and non-proliferation education. Report of the Secretary-General. (A/57/124)

xxxviii UNODA. (n.d.). "Youth Leader Fund for a World without Nuclear Weapons." https://www.disarmamenteducation.org/index.php?go=education&do=training-ylf

xxxix Aşik, K., Loukaidis, L., & Segal de la Garza, M. (2021). *Cyprus.* In Jenkins, T., & Segal de la Garza, M. (Eds.), Mapping Peace Education. https://map.peace-ed-campaign.org/view/mapping-peace-education/entry/1/

xl United Nations. (n.d.). *United Nations Declaration on Human Rights Education and Training.* https://www.ohchr.org/en/resources/educators/human-rights-education-training/united-nations-declaration-human-rights-education-and-training

xli Human Rights Educators USA. (2017). *About human rights*. https://hreusa.org/hre-guide/about-hre/

xlii Gittins, P., & Riemann, A. & Castedo, V. (2022). *Bolivia.* In Jenkins, T., & Segal de la Garza, M. (Eds.), Mapping Peace Education. https://map.peace-ed-campaign.org/view/mapping-peace-education/entry/358/

xliii UNESCO. (2016). Out in the open: education sector responses to violence based on sexual orientation or gender identity/expression: summary report - UNESCO Digital Library

xliv UNESCO. (2022). Leave no child behind: global report on boys' disengagement from education - UNESCO Digital Library

xlv Reardon, B. (2001). *Education for a culture of peace in a gender perspective*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000124850

xlvi Ikpeh, P. (2017). "Localized training efforts on implementing the UNSCR 1325: Lessons learned and emerging possibilities. https://www.peace-ed-campaign.org/localized-training-efforts-implementing-unscr-1325-lessons-learned-emerging-possibilities/

xlvii Collaborative for Academic, Social, and Emotional Learning (CASEL). (2022). *Fundamentals of SEL.* CASEL. https://casel.org/fundamentals-of-sel/

xlviii Nevo, B., & Brem, I. (2002). Peace education programs and the evaluation of their effectiveness. In G. Salomon (Ed.), *Peace education: The concept, principles and practices around the world* (pp. 271-282). Lawrence Erlbaum Associates.

xlix Salomon, G. (2004). Does peace education make a difference in the context of an intractable conflict? *Peace and Conflict: Journal of Peace Psychology, 10* (3), 257-274.

l An index of peer-reviewed research and reports, representing a sample from all world regions, can be found here: https://bit.ly/peaceedresearch

li Salomon, G. (2004). Does peace education make a difference in the context of an intractable conflict? *Peace and Conflict: Journal of Peace Psychology, 10* (3), 257-274.

lii Bar-Tal, D. (2002). The elusive nature of peace education. In Salomon, G., & Nevo, B. (Eds.), *Peace education: The concept, principles, and practices around the world* (pp. 27–36). Lawrence Earlbaum.

liii Wisler, A., del Felice, C., & Karako, A. (Eds.). (2015). *Peace education evaluation: Learning from experience and exploring prospects*. Information Age Publishing.

liv Bajaj, M., & Brantmeier, E. J. (2011). The politics, praxis, and possibilities of critical peace education. *Journal of Peace Education*, 8(3), 221–224. doi:10.1080/17400201.2011.621356

Bajaj, M. (2018). Conceptualizing transformative agency in education for peace, human rights, and social justice. *International Journal of Human Rights Education*, 2(1). https://repository.usfca.edu/ijhre/vol2/iss1/13

Jenkins, T. (2021). Critical comprehensive peace education: finding a pedagogical nexus for personal, structural and cultural change. In: Abdi, A. & Misiaszek, G. (Eds.) (2021). *Palgrave Handbook on Critical Theories of Education*.

Reardon, B. (2013). Meditating on the barricades: Concerns, cautions, and possibilities for peace education for political efficacy. In P. P. Trifonas & B. Wright (Eds.), *Critical peace education: Difficult dialogues*. Springer.

Reardon, B., & Snauwaert, D. T. (2011). Reflective pedagogy, cosmopolitanism, and critical peace education for political efficacy: A discussion of Betty A. Reardon's assessment of the field. *In Factis Pax*, 5(1), 1–14.

lv Hullender, R., Hinck, S., Wood-Nartker, J., Burton, T., and Bowlby, S. (2015). Evidences of transformative learning in service-learning reflections. *Journal of the Scholarship of Teaching and Learning*, Vol. 15, No. 4.

Marsick, V., & Saugeut, A. (2000). Learning through reflection. In M. Deustch & P. Coleman (Eds.), *The handbook of conflict resolution*. Jossey-Bass.

Jenkins, T. (2016). Transformative peace pedagogy: Fostering a reflective, critical, and inclusive praxis for peace studies. *In Factis Pax*, 10(1).

lvi UNESCO. (2021). *Teachers, youth and education leaders call for concrete steps to ensure transformative education for all.* UNESCO. https://en.unesco.org/news/teachers-youth-and-education-leaders-call-concrete-steps-ensure-transformative-education-all

lvii Azmeraw, E., E. Mura, K. Moritani, and Q. Wodon. (2024). Transformative Pedagogy for Peace, Resilience, and the Prevention of Violent Extremism: Lessons from Recent UNESCO IICBA Projects, IICBA Study No. 2024-1, Addis Ababa, Ethiopia: UNESCO International Institute for Capacity Building in Africa

lviii Sellman, E., Cremin, H. & McCluskey G. (2013). Restorative approaches to conflict in schools: Interdisciplinary perspectives on whole school approaches to managing relationships. Routledge.

Jones, S. M., & Bouffard, S. M. (2012). *Social and emotional learning in schools: From programs to strategies*. Society for Research in Child Development Social Policy Report. 26(4), 1-33.

Shafer, L. (2016). What makes SEL work? An effective social-emotional learning program has to be a whole-school initiative. Usable Knowledge – Harvard Graduate School of Education.

UNESCO. (2012). Education for sustainable development sourcebook. UNESCO

Jones, S., Bailey, R., Brush, K., and Kahn, J. (2018). *Preparing for effective SEL implementation*. Harvard Graduate School of Education.

lix Hajir, B., & Kester, K. (2020). Toward a decolonial praxis in critical peace education: Postcolonial insights and pedagogic possibilities. *Studies in Philosophy and Education*, 39(5), 515–532.

lx Only $457.2 million out of $33 billion provided by the 1000 largest US foundations supported peace and security funding in 2019. Peace and Security Funders Group. (2019). *2019 Peace and Security Funding Index Vol. II.* https://www.peaceandsecurity.org/reports

lxi Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.

Vincent Ignacio, J. (2020). Beyond the classroom: Reconsidering the role of learner-centered teaching using Paulo Freire's philosophy of education. *International Journal of Humanities and Social Sciences,* 12 (2).

lxii Villanueva, M., Solheim, L., van der Velde, I., & van Esch, E. (2015). How do we know we are building peace? A reflection on what is good youth peace monitoring and evaluation. In Del Felice, C., Karako, A. & Wisler, A. (Eds.), *Peace education evaluation: Learning from experience and exploring prospects.* Information Age Press.

Peace education in the 21st century

An essential strategy for building lasting

Stay in touch

gced@unesco.org

https://www.unesco.org/en/global-citizenship-peace-education/recommendation

Follow @UNESCO on social media

Sustainable Development Goals