Educating for Peace and Global Citizenship:
Emerging principles from practice

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1996 Cooperation Agreement
University of Puerto Rico and UNESCO
UNESCO Chair for Peace Education

- Coordinating Committee
  - Education
  - Social Sciences
  - General Studies
  - Natural Sciences
  - Communication
  - Humanities
  - Information Technologies
  - Counseling
  - Psychology
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Educating within and from the university:
An interdisciplinary perspective

Educational Resources
Publications
Didactic Materials
Web Page

University
Conferences
Seminars
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Research

Media

Collaboration
University
NGOs
Organizations
Ten principles from practice
1. Peace education needs to be contextualized …
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2. Peace education must raise awareness of the relationship between global and local issues ...
3. The central concepts of peace are best understood through lived meaningful examples of peacebuilding …

Presentations by Casa Pueblo, Iniciativa Comunitaria, and GAIA
Conferencie on Human Security

Students and personnel from Nuestra Escuela shared experiences with future teachers (2007)
4. Peace, like human rights, are learned as they are expressed through the body and the arts …
5. Peace education promotes understanding, solidarity and shared endeavors ...

Solidarity Encounter
Women from Vieques and Okinawa (2010)
6. An active practice for peace develops when future teachers create meaningful activities for student learning...

Miriam Ortiz Aponte
Festival del Juguete No Bélico 2004
Proyecto Caribeño de Justicia y Paz

Rossana Rodríguez
Festival del Juguete No Bélico 2002
Proyecto Caribeño de Justicia y Paz
7. Active learning leads to understanding of concepts, critical thinking, and practical knowledge …

8. Reflection can lead to deeper understanding of the relationship between peace knowledge, pedagogical practice, and action …

This course has made me have many clashes of thoughts, transformation of others, and countless hours of reflection. I must admit that many of my perspectives about society, the world we live in, education, and our rights have been completely changed, giving way to new and fresh ideas that seek to change the world.

Verónica Bou

I learned that what is most important and essential for peace education is the concept of transformation that leads to action. I understand that action is doing, carrying through what you wish to achieve, precise and determinate objectives. Action is creating results, results for the common good, to improve, to perfectly achieve your desires and motivations!

Yamilet Ortiz

This course has given me the tools to try to contribute something more to my work as a professional in my country, to seek to make change in everything I do, to defend a better way and rights for the dispossessed. Even though it is easy at times to forget what one has learned, when the process for reaching this learning has been one of constant reflection and internalizing, I think it is hard to erase what we have learned here.

Héctor Robles

What was most important in working the reflexive diaries for the whole semester was to look at daily news and public events and what these mean, and their implications for peace education. To use common sense and my own judgment to analyze readings, talks and events related to educating for peace.

Nastashia Rivera

During this course… I have grown and have developed as a better human being… This course has made me reflect on my behaviors and how I treat others, and in what way I can be part of the changes for a better society.

Stéphanie Morales

I have allowed my dreams to develop wings and opened them to the wind and fly. I have left the chains of meaningless talk and have begun to firmly state my aspirations, dreams and ideals.

Sofía Reeser
9. Promoting spaces for creative research can lead to lifelong committed action projects for peace ...

- Creating spaces for integration: Workshops for leaders committed to diversity. Patsy Cadalzo Rodriguez
- Diary with a woman’s name: Faces and voices for a culture of peace. Judith Conde
- Preparing teachers in hope: Human rights, education and gender. Irma Lugo
- We are special in special ways: Stories to sensitize children towards diversity. Isabel Febles Iguina
- Schools for peace: Dynamic encounters for elementary school students and teachers. Joan Arelis Figueroa
- Harvesting hope... Education space for peace, creativity and freedom for children hospitalized with cancer. Rosaline Gotay
- Let me tell you about my life: MovieSpace for education. Leticia Gutiérres Collazo
- Transforming conflicts into creative energy!. Carmen Guzmán López
- One, two three... Camera in action: Dialogical workshops to problematize daily school practices. Víctor Rivera Pastrana
9. Promoting spaces for creative research can lead to lifelong committed action projects for peace ...

http://www.proyectoeocopaz.org
9. Promoting spaces for creative research can lead to lifelong committed action projects for peace...

http://www.creciendoverde.org
10. Peace education fosters shared learning towards hope, possibility and transformation …

Towards a Possible World Free From Violence: Pedagogies, Proposals, and Politics for Human Rights and Peace
International Institute on Peace Education, University of Puerto Rico
San Juan, Puerto Rico 2013
Learning from peace education for global citizenship…

Global citizenship education aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure, and sustainable world.

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