

DIDAC 82
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Educación and Peacebuilding

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Peace is a positive, dynamic, and participatory process in which dialogue and conflict regulation are promoted in a spirit of mutual understanding and cooperation (cf. UN Resolution 53/243). From this perspective, peace is not only the absence of war or violence, but an action of construction. Both these international proposals and local, Latin American and decolonial experiences show us the need for new educational practices to address social contexts where there are or have been various expressions of conflict and violence:

- direct: harm through hitting, shouting, shooting or other forms of physical aggression,
- structural: labor exploitation, restricted access to health systems or educational services; or
- cultural: discrimination, xenophobia, ethnic segregation, machismo, gender-based violence (Galtung, 1990).

Given the scenario of violence that afflicts our country, this issue of **DIDAC** journal focuses on promoting reflection on the processes of education and peacebuilding, based on models, theories and strategies that allow promotion, prevention, and intervention actions in accordance with the demands expressed by the different social sectors.

The aim is to reflect on questions such as: What is peace? How to build a conceptual framework on conflict, violence, and peace? What are the theories, models and strategies that contribute to the development of projects to promote peace education and peacebuilding? How are concepts such as truth and justice inserted in the narratives and processes of education and peacebuilding? What experiences or proposals for promotion, prevention and intervention in education and peacebuilding contribute to a better understanding of the subject in the field of educational institutions?

Of particular interest are those contributions, the result of research and educational experiences that, from a critical and proactive perspective, address issues related to:

- Conceptual frameworks and methodologies for the development of projects to promote peacebuilding education.
- Theories and educational intervention models on reconciliation, conflict, justice and peace, coexistence, and reconstruction of the social fabric in diverse context to understand their causes, effects, and alternatives for solutions.
- Teacher training programs on the topics of reconciliation and peacebuilding.
- Student training programs on culture, coexistence, justice, and peacebuilding.
- Collaborative networks for education and peacebuilding.
- Reflections and narratives on truth and justice as elements in education and peacebuilding.
- Experiences or proposals for promotion, prevention or intervention in peace processes and positive transformation of conflicts in situations of violence, particularly in educational settings.
- Experiences or educational proposals on peacebuilding in community contexts.
- Experiences and educational proposals on the development of processes and competencies of inclusion, communication, collaborative work, resilience, self-care, and leadership oriented to peacebuilding.

References

Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), 291-305.

UN (1999) Declaration and Programme of Action on a Culture of Peace. United Nations General Assembly Resolution 53/243. Retrieved September 5, 2022 from <https://undocs.org/es/A/RES/53/25>.

Editorial guideline

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