

Education and its Role in Developing the Global Peace Culture "A Future Vision"

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Abstract: This research was done in order to shed light on the role of school education in instilling and developing the peace culture for students. In order to fulfill these aims, the researcher used the perspective method in presenting and analyzing; the concept of peace culture, the justifications of its development for students, the aims, methods and techniques of teaching the peace culture for students besides to its obstacles. In addition to what mentioned previously, the researcher tried to extract a future vision for the Egyptian school role in instilling and developing peace culture for the young and youth. The researcher came down to many results, most important of which is that there are many obstacles in Egypt that hinder the school from doing its role in developing the global peace culture for children and youth. The researcher came down to a future proposal for the Egyptian school role in instilling and developing peace culture for students. Thus, the researcher ended up his study with a set of recommendations, most important of which is the reviewing of the educational composition at the Egyptian school in order to make it contribute effectively in developing peace culture for students.

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1. Introduction:

Nowadays, the majority of world countries witness a wave of destructive wars and conflicts, the increasing of nervousness, competitiveness and national disputes, besides to the rising of violence events with its all forms and ways in daily dealings and practices, whether among individuals and communities or between countries. This indicates that humanity now needs necessarily to peace than any time.

As the political techniques that countries adopted failed in fulfilling peace and this was asserted by the Germany philosopher Emanuel Kant saying "As the political techniques which countries depend cannot deprive from the idea of violence among persons, the peace cannot be achieved except through education report in 1993 asserting that peace, avoiding violence and terrorism must be at the beginning of global education aims in the 21st century.

Thus, education has a great role in instilling and developing the principles and values of peace among youth so that that can live together without violence. This is done by brining them up on preferring the right practice at their daily life and providing them with the necessary skill to solve conflicts in different and effective ways. The beginning of these skills should be the right ways while violence comes at the bottom of this list. These skills include: the ability to make a dialogue and discussion, classifying opinions, presenting alternatives, gathering information, interacting with others and expecting the social and human results that result from any actions. These skills can be acquired by pupils inside schools because what

we instill at individuals minds at childhood is what we will get from them when they become youth.

The problem of Research:

On the light of the call of UNESCO to spread the cultures of peace while the global field in general and the Arabian field in particular, witness civic and racial wars, impinging over the rights and properties of others and destructing human rights. On the strong field at the local and global levels to activate the role of education in spreading and supporting the culture of peace among persons. The idea of research revolved in the researcher's mind and was defined in the following question: what is the future proposal of Egyptian school role in instilling and developing the culture of peace for students?

The Importance of Research:

The importance of research came as a response to the recommendations of conferences and the local and international staffs which asserted the culture of peace for education for the sake of spreading the culture of peace for students get rid of violence and terrorism that are spreading on the national and international fields. Also, the importance of research lies in the future proposal that can be delivered to the personnel about setting the educational curriculum and student's activities for different school stages to activate the school role in spreading the culture of peace among students.

The Aims of Research:

The research aims at recognizing the concept of peace culture and the justifications of developing it for students, showing the aims, methods and techniques of teaching the culture of peace for students and the

obstacles of its development for students. Additionally, extracting a future proposal to activate the role of the Egyptian school in instilling and developing the culture of peace for students.

Previous Studies:

The educational literature is full of studies which are considered, according to the researcher's opinion, most related to the field of the current study such as the study such as the study of (Ragaa Eid, 1992) which came down to the necessity of supporting students with information to distinguish between war and peace and the necessity of combining the values and principles of peace within the school courses at all educational stages.

The study of (Soad Basyuni 1993) revealed that countries such as Belgium, England and France which one the study sample are similar in using several fundamentals for bringing up children for the sake of global agreement and peace, most important of these bases are; putting models for the programs and activities that guide the teacher during instilling the values of peace among children. The study of Bjersted, 1994) also asserted that it is necessary to combine peace issues within curriculum and school courses at the different educational stages.

Also, the study of the national center for child culture and UNESCO, 1999) showed that the education project for the sake of peace should contribute to provide children with the values of peace such as tolerance, exchangeable dependence, respecting others' rights and solving disputes and disagreements in right ways.

The study of (Helga stokes, 2002) came down to a point which referred to the lack of programs that a new introduced in the field of education for peace sake at universities and this is in comparison to other learning programs. While the study of (Ian Harris, 2003) came down to a result which is the disability of education programs for peace sake, whether formal or informal in spreading peace culture among individuals and declining violence among them. The study of (Macdonald, 2003) ended up with the assertion on the necessity of giving interest to peace culture through the informal and formal establishment of education.

The study of (spears Sylvia Carol, 2004) came down to a point that shows that students became- after studying programs in education for peace sake- more accepted to difference, more tended to avoid negativeness, able to express their opinions and others' points of view, thinkers of things before behaving and more willing in working as peace makers.

The study of (David & Roger, 2005) showed that there are five main elements to establish a permanent peace through education. These elements are; the necessity of obligatory join to the educational system so that the students who come from conflicting

environments, with one another can interact and establish positive relationships, the necessity of making focus on the common one end, general aims and the common identity in school curriculum, the necessity of students' learning how to discuss positively, the necessity that students' learning how to participate in many fields of discussion and train to think with their peers to solve their conflicts in a positive way; and the necessity of instilling civic values that guide students to their society sake on the long term.

The study of (Hana Farghaly, 2009) showed that the courses in primary school contribute greatly in developing the concept of peace for pupil of primary school, while the role of school activities declines in developing peace and getting aid of violence among pupils.

From what mentioned above, it is observed that the majority of previous studies asserted the importance of education in enhancing and originating the principles, values and culture of peace for pupils and this is the core of interest of the current study.

The Questions of Research:

The current research aims at answering the following questions:

1-What is peace culture? And what are the justifications of developing it for students?

2-What are the aims, methods techniques of teaching culture peace to students? And what are its obstacles?

3-What is the future proposal of school role in instilling and developing the culture of global peace for students?

The Research Methodology:

The researcher used the perspective method in describing and analyzing the concept of peace culture; the justifications of its developing for students now days; recognizing the aims, methods and techniques of teaching culture peace for students and its obstacles and setting a future proposal for school role in developing culture peace for students.

The Research Limits:

The current research handles only the role of education at the pre-university educational stages in developing peace culture for students.

The Procedural Research Terms:

1) Role:

Role is a group of processes and practices which are done inside the educational composition at pre university educational stages to develop and enhance the peace culture for students.

2) Culture:

Culture means what the student reflects from good actions and practices toward what he faces from problems, conflicts and violence forms existing in the society in which he lives.

3) Peace:

Peace is a good behavior which is acquired by students at the pre university educational stages through school curriculum and student's activities to help them to solve their daily simple conflicts in the right ways such as dialogue, discussion, tolerance, love and etc...

The Procedures of Research:

To answer the research questions, the following steps were followed:

- First: the concept of peace culture and the justifications for its development for students.
- Second: the aims, methods and techniques of teaching peace culture for students and its obstacles.
- Third: the future proposal to activate the Egyptian school role in developing peace culture for students.
- Fourth: the research recommendations.

First: the concept of peace culture and the justifications for its development for students.

(A) The concept of peace culture:

Peace culture means spreading the whole awareness of what is related to peace concepts whether peace with the self, with others or with the surrounding environment in order to establish a correlative and cooperative society that offers for individuals their rights and keeps on society position. This enhances humanity progress toward achieving the global peace based on justice, respecting human rights and removing suffering over peoples who suffer from oppression, subjection, discrimination and deprivation.

Others refer to peace culture that it is the spreading of values and concepts of supporting peace, security and settlement within individuals and peoples. Thus, persons become safe and secure over themselves, their money and properties, and live among their peers without discrimination in color, gender or race except in the degree of belief, godliness, capacities and special efficiency by which god distinguished humans.

Some others mention that peace culture is a group of values, situations, traditions, behavior types and life styles. This definition is based on a group of principles such as respecting life, ending violence, respecting principles of human rights, freedom, equality and democracy.

Looking in formal documents of UNESCO, peace culture means the condemning of war, aggression and occupation. It also means working on the sake of justice, against oppression facing poverty and all forms of distinguishing. Hence, the concept of peace culture is related to the values of freedom, equality and the working on making these values prevail.

The experts of curriculum asserts that the simple meanings of peace culture is the feeling of man that justice is common among peoples with their different genders, colors and beliefs, in addition to the feeling of

security in life and the realization of human beings that they are equal.

We conclude from what mentioned above about the definitions, that peace culture is peace concepts and it is meant by spreading these concepts such as love, security, peaceful living between individuals, genders and societies, the respect of beliefs, spreading justice and equality besides to avoiding violence oppression discrimination and assaulting others' rights.

(B) The justifications of developing peace culture among the students:

There are several justifications which call for instilling and developing peace culture among students nowadays more than any time spent. These justifications are represented in the following:

1) Our world is no longer controlled, as it was in past, by natural factors such as the dimensions of place and time which are too far and great. On the other hand, due to the technological and scientific progress, the world became extremely small as place and time dimensions vanished. It became like one country in which all world population live. This matter needs to instill the roots of peace, understanding, love and respecting the other's culture with keeping on the cultural element for every person inside the country.

2) This time is the age of the massive and consequential informational, technological and scientific revolutions. In addition, it is the age of breaking through and economic releasing. All these things will lead to more correlation and intervention between the world countries besides to the interchangeable cooperation. Hence, it becomes good and necessary for world to be prevailed with integration, understanding and peace.

3) The revolution of telecoms and transportation in addition to the advanced mass media led to cancelling the place obstacles. As a result of vanishing barriers and distances, every current event carries immediate reflections all over the world. The whole peoples realized that the problems to which man is imposed at any place are destructive problems which affect not only a certain place, but also other countries as well. This means that problems such as terrorism, violence, drugs addiction have a universal form. These issues need world efforts that aim at changing the ideas of and concepts with new ones that cut roots of violence and hatred, to establish human rights and to instill roots of peace within human minds as it makes from it a permanent basis for peoples' progress.

4) The factors of damage and destruction to which world came down represented in; the invention of atomic and hydrogen bomb besides to the intercontinental rockets and the destruction means which were as a result of arming race between the great powers, this cannot help in achieving the social and economic development in an accepted rate as it leads to

launching nuclear wars that destroy the world, makes and imposes the necessity of understanding between world countries and at the same time, it shows the importance of global peace.

5) There is a relative relationship between development, fulfilling welfare and peace. The society whose individuals are given security, peace and settlement moves his individuals to work, produce and achieve welfare. Thus, peace is necessary for human progress and as a result, all societies seek to enhance peace concepts among individuals.

Second: Aims, methods and techniques of teaching peace culture for the students and its obstacles:

A) The aims of teaching peace culture for the students:

The aims of teaching the culture, principles and values of peace for the students are represented in helping every student or a pupil, according to his age, to be able to:

- Know himself and his altitudes, desires, abilities and the value of living with society individuals in peace.

- Learn how to use group thinking, exchange opinions, observe, criticize, analyze, deduce and create.

- Contact, understand and react with others through listening to others, dialogue, discussion, expressing opinion and feelings and using the right techniques in solving the problems.

- Contribute in a proper way to the group efforts that aim at establishing the good society.

- Estimate the modernized behavior and believe in love and understanding, besides to the sense of hating violence among human beings.

B) Methods and techniques of educating peace culture for students:

Tan Harris, who is a professor at the University of Wisconsin, defined three strategies to present peace through educational situations, with referring that education for the sake of peace should include three stages which are:

- 1) Recognizing the problems from which violence is generated.

- 2) Educating choices alternatives, among which is the solving of the problems away from violence.

- 3) Disciplining to take necessary procedures toward solving the problems which were recognized at the first stage.

While Ezat sees that it is possible to present peace culture through three trends:

- First, the direct teaching in some subjects such as national education, religious education and social subjects.

- Second, the indirect teaching in curriculum and other subjects such as foreign languages, arts, science, statistics and maths.

- Third, the students activities which are practiced by the students, as they help student to understand himself, adapt with others, establish right social relationships based on the exchangeable positive respect.

Horeya El-malki (2002) asserted on the use of groups style in designing peace culture through curriculum. These groups are; the group of concepts and knowledge, the group of attitudes and values the group of skills behaviors in addition to the group of the class and non-class activities.

Mohamed et al. (2002) referred to a number of matters and implications related to peace culture which can be included within school curriculum such as child's rights, woman's right, human rights, the right of life, intellectual and financial freedom right, international cooperation, the dangers of disputes and wars on the developmental fields in society, the international agreements of terrorism and violence facing; the United Nations Organization and the International Court of Justice and their role in solving the problems and setting peace supportings and finally the religions call for peace and justice.

C) The obstacles of educating culture peace for students:

Some researchers reveal a number of obstacles that face the teaching of peace culture through including it within education curriculum. These are as follow:

- 1- The political position which is common in the society and if it is possible to teach human rights and democratic principles.

- 2- The prevailed positions in the world and what is common and appeared in it from racial, sexual, religious and cultural disputes. This makes the talk about peace culture a matter that does not cope up with the reality of events.

- 3- The difference between educational curriculum, its results and the actions of matters, the decision of war and peace are not made by educationalists or believers in peace culture, but they are usually made by politicians and some of their assistants from military men. Thus, the teaching of peace values is a social or an educational dishonesty that has no benefit, and it is rare to be translated into a behavior that can be observed and measured.

- 4- The feeling of frustration by the oppressed classes that fell tolerance does not achieve their aims in releasing and restoring their rights, what is taken by force is not restored except by force, negotiation on rights and bargaining over peoples' properties are not signs of good citizenship and, peace should be just.

Also, one of the researchers explored other obstacles that face those who are responsible for teaching and enhancing peace culture, these obstacles are identified as follow:

1) The diversity and difference at the positions and policies of education, its concepts and methods in the majority of world countries.

2) The difference of the political, cultural, social and economic positions that draw the educational policies in every country all over the world.

3) The developments, disputes and terror actions, the feeling of oppression, regression and living without worry and injustice besides to the discrimination between peoples and individuals with reference to race and wealth considerations.

4) Exploiting, controlling, not flexibility in expressing opinion, the absence of democracy and moving toward undecentralization in management.

5) The problems of financing, supporting the developmental projects, improving education means and doing research.

And we think that the obstacles of teaching and spreading peace culture are represented in:

1- There are no clear plans in the minds of principals that help those who are responsible for teaching and spreading peace culture.

2- The rare technical and financial capacities that foster and enhance peace culture.

3- Peace culture is not included with education curriculum, and this makes the matter of instilling and developing it a difficult one.

4- There is not an agreement between world countries on defining a concept of peace culture.

5- The resistance that peace culture concept faces by somebodies as it is a new concept.

Third: The future proposal for activating the Egyptian school role in developing peace culture for students:

It was shown from the presentation and analysis of the two previous elements that peace culture is peace concepts. These concepts are; security, safety, settlement, avoiding violence and hatred in addition to assaulting over others. Also, it was shown that the spreading and development of peace culture is a necessary and an urgent matter nowadays than the past years as our recent world, suffers from conflicts which are related all life fields in all world countries. It was clear that education has an important role in achieving peace on both the universal and local levels; through instilling and developing the principles and values of peace within the individuals' minds in order to live together on this planet in peace and welfare.

It was shown from the presentation that there are many obstacles that hinder the teaching and development of peace culture for students. The most important obstacles of these are that the peace culture is not inserted in education curriculum and there are no clear plans from the principals that guide those who are responsible for presenting and teaching peace culture and etc.

All what was presented from deductions made the researcher attempt to put a suggested proposal to activate the role of the Egyptian school in developing peace culture for students, this proposal includes philosophy, fundamentals, aims, procedures and success guarantees of this proposal in achieving its aims. This can be displayed as follows:

1) The Philosophy of the Suggested Proposal:

The world, nowadays, witnesses a wave of destructive wars and conflicts, the increasing limit of competitiveness and national disputes besides to the ascending of violence actions in its all types and ways at the daily dealings and practices whether between individuals and groups or between countries.

Peace is not achieved except through disciplinary and non-disciplinary establishments of education in general, and through school in particular, as it has a big role in developing peace concepts and removing violence within children and youth minds since their joining to kindergarten stage till the secondary stage through; enlightening and teaching them the principles, values importance and behaviors of peace and providing them with the necessary skills to use the alternatives of violence in solving their daily conflicts such as dialogue skills, discussion, negotiation and understanding. This is for the sake of living without violence. Hence, the idea of education for peace on the universal level began to appear.

2) The Fundamentals of the Suggested Proposal:

This proposal is based on the following fundamentals:

A. There is no development and education without security, settlement and peace. Additionally, the spreading and teaching peace culture concepts for students requires a developed educational system that gathers both of school curriculum and the efficiency of teachers, administrators and the valid educational environment to teach these concepts.

B. Students at school are taught the values and principles of peace through the behaviors and practices done by all the components of the educational composition at school.

C. The behaviors done by school components or elements are represented in; behaviors related to tolerance, justice, freedom dialogue, negotiation, living with others and feeling of security.

3) The Suggested proposal Aims:

The suggested proposal aims at achieving the following:

1- Activating school role at all its levels whether primary, preparatory or secondary to develop peace culture for students.

2- Enlightening teachers and administrators at schools with principles, values and behaviors of peace that should be known and imitated to develop culture peace for students.

3- Guiding the principals of setting school courses and students' activities with the concepts, principles and values that should be included within the courses and the educational activities to develop and set an origin for peace culture for students at the pre university education stages.

4) **The procedures of the suggested proposal:**

Achieving the suggested proposal aims requires from the principals of planning for the educational process and carrying it out at schools, to do the following procedures:

A. Developing the educational process aims as it contributes in:

1. Making students know concepts, principles and values of peace and effects resulted in peace.

2. Making the students know the dangers of violence, disputes, conflicts and wars on society at the all economic, healthy and educational fields.

3. Providing students with values and attitudes that develop the right behaviors among them in an intended way, and also the citizenship bases.

4. Providing students with the necessary skills for solving conflicts and disputes in the rights ways. These skills include the skills of the ability of making a dialogue, negotiation, discussion and accepting opinions, setting alternatives and choices, expressing opinion, scientific thinking and expecting the different effects resulted in any actions and behaviors.

B. Including the topics related to spreading the peace culture among pupils inside the content of school courses such as:

* **Islamic education:** It can be presented through it the values of tolerance, justice, human rights, discussion, peace, respecting the others and good dealing to them and common living. This can be done through Holy Quran and Sunnah that shows the originating of these values.

* **Literature** can include topics about common human experiences in poetry, prose, novel, story, rituals of different peoples and the common songs at the feasts.

* **The foreign language:**

The foreign language courses can contain topics about the other society culture, which the students study its language, in order to know and recognize its habits, customs and civilization. Students carry respect to other's cultures through doing this.

* **History:**

At this subject, it can be focused on presenting; the achievements of human civilizations, the role of the world organizations, the role of politicians, literature men and social reformers in spreading peace and achieving progress. This subject can include topics about wars, conflicts and disputes besides to what they cause from destruction, damage and killing peoples. This composes positive attitudes toward loving peace and negative attitudes toward war.

* **Geography:**

There are many topics can be taught to students such as studying different world environments, transportation and communication between world countries, the political and economic problems all over the world, the topic of exports and imports, the bases of industry, in addition to the topics which develop peace among students.

***National education** can contribute greatly in developing and spreading peace, this can be done through the curriculum that includes topics related to family, schools, country, global society from the field of rights and duties and the united nations and its role in ending war. This enlightens the way in front of the student to be aware of the establishments that surround him.

***Sciences:**

The topic "morals of using sciences" can be taught in this subject. This topic includes minor topics such as morals of using the nuclear energy and chemicals, getting rid of wastes, reusing the materials remaining. Also, the topics of morals and its relation to genetic engineering can be taught.

***Maths and Statistics:**

It is possible to present statistical information about, the difference in the economics and incomes at different areas of the world, Statistics about poverty and illness at some world countries and the destructive industries. The information develops among students hatred to poverty and illness which lead to unsettlement of peace.

***The Environmental Education:**

It is possible through this subject to present information about environment, its types, and areas of overcoming it whether land, water or air. This makes student realize that assaulting over the environment does not fulfill security and peace.

***Sportive Education:**

There are many topics can be taught to students this subject at this subject. There topics are; the date of the global sportive compactions, countries which participated at them, the participant teams and its winners, the sportive and social values such as cooperation, competitiveness, accepting and respecting the other and standing up the responsibility in addition to other topics that make student know that sports make peoples united and spread peace at all areas of the earth.

* **Artistic Education:**

It is possible through this subject to ask the student to express by drawing; symbols of peace (nests of olives, peace bird), monuments which are a heritage of humanity, composing a musical piece or a song about peace, its importance and results or a musical piece about the demerits of wars and disputes. All of

these develop among students a sense of loving peace and hating war.

C. Activating the role of the teacher in developing concepts, values and behaviors of peace among students. This can be done through making teacher do the following practices:

1- Directing pupils and guiding them to the actions of violence and the local and global conflicts and what they cause of disasters, killing, damage, alienation and the reasons for making them occur.

2- Offering a number of situations and activities which are suitable to the cultural dialogue with his students and with one another so as to help them reach a specific level of tolerance, loveliness and common understanding.

3- Adopting ways of dialogue, discussion, understanding and negotiation to recover students' problems.

4- Spreading the soul of democracy and freedom of expressing opinion inside classroom to give students the chance to express their opinions toward what revolves around them from social issues such as peace and violence without restrictions.

5- Encouraging the students to use the scientific thinking technique in solving problems.

6- Encouraging students to practice school activities and participating at these activities to get out their violent behaviors.

D. Giving interest to the role of school activities to develop peace culture among students. This can be done through making the following:

1- Activating the role of school newspapers in making students a wave of what happens and encouraging them to write about peace based on justice, respecting human rights and living with others.

2- School announcement should have a remarkable role in spreading peace culture among students, in addition to shedding light on the variables that occupy the minds of people all over the world.

3- Activating the role of school theatre in making students aware of the importance of peace and its role in spreading love, settlement and welfare for the all humanity.

4- Practicing lots of activities related to fun, journeys, visits and sportive competition, and this is done so as to give students chances to interact with one another and with others and living with them.

Activating the role of school management to develop and enhance peace culture among students, and this can be done through making school management (manager or who represents him) do the following practices:

1- Holding assemblies at school to make students, their parents and workers at school aware of peace importance in our life.

2- Inserting the topic of peace culture spreading among students within school activities.

3- Making the capacities, which contributes to spreading and developing peace culture among students available as possible.

4- Creating a strong relationship between home and school as they can complete each other in instilling and developing peace culture among students.

5- Offering the secure and quiet climate inside the school which helps students to be distinguished, and therefore they will have the sense of settlement and peace in society.

5) Guarantees of the suggested proposal:

The success of the suggested proposal in fulfilling its aims is dependent on the existence of some guarantees, most important of which are:

1- All workers inside school should be a wave of the concepts of peace culture in a complete way.

2- Organizing training courses for teachers in the field of peace culture.

3- Providing the school library with books concerned with peace and its importance and these books should be suitable for students' ages.

4- Increasing the budget of school to do its role in spreading peace culture among students.

Fourth: The Research Recommendations:

To increase the effectiveness of primary, preparatory and secondary schools' role in developing peace culture among students and pupils, the following recommendations can be followed:

1- Working on the review of the educational process at schools, its activities and programs, as it can be possible to activate its role in developing peace culture among pupils.

2- Organizing training courses, for teachers and school management revolve around peace, its importance and techniques.

3- Encouraging students to use information technology and communication as a means of, breaking through toward the world and as a continuous wealth to knowledge and activities which contribute to enhancing peace culture among students.

4- Exchanging visits between schools inside country or between schools inside country and outside it to recognize others' cultures through dialogue and discussion which revolve among students.

4- Organizing and cooperating between ministry of education and the ministry of mass in the field of educational planning to some mass programs which can be presented to students in order to develop and spread peace culture among students.

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