

promote dialogue and obviate conflict. We have also recognized the crucial role of teachers and educators in this process. Their commitment is indispensable for cultivating in students a positive identity and an ability to interact with empathy and respect in increasingly diverse environments.

This Conference has shown that peace education, far from being a *utopia*, is indeed a possible and necessary path to meet contemporary challenges. By basing programs and courses on universal values, the participants asserted that they had the opportunity to train generations that are ready to coexist with the Other peacefully, to accept difference, and to participate in building a fairer, more harmonious world. All the participants are convinced that the exchanges that have taken place here will leave a lasting imprint on our educational practices and inspire new initiatives. Each contribution, however modest, is a stone in the edifice of a better world. Equipped with patience and determination, participants are convinced that various stakeholders can make peace education a driving force for positive change.

In closing, we, the organizers, would like to thank the Director of *Dar El Hadith El Hassania* Institution for his constant support and for making this Conference possible. Our commendation also goes to all the speakers for the quality of their contributions and the richness of the ideas and proposals they shared with the audience.

We hope that this Conference will be the starting point for new collaborations and projects designed to promote the values of peace, dialogue, and tolerance. Each of us, whether in our capacity of educators, researchers, or agents of change, bears an essential responsibility in building a peaceful future.

We would like also to thank everyone for their active participation and commitment throughout these two days. May the ideas and inspirations born here radiate far beyond these walls and enrich our future work and projects.

eration of the abstracts, some papers were discarded, but the majority was retained and the authors of the successful papers were invited to send in their papers. In the meantime, the administration of *Dar El Hadith El Hassania Institution* were active to ensure the success of the Fifth Conference, by taking care of financial, logistical, and organizational matters.

The organizers received around 31 papers and presentation, which, they then categorized by theme, concern, or area and came up with seven sessions spread over two days—the Opening session with a key note speech and three sessions for Tuesday and the remaining four sessions for Wednesday. The areas covered by the papers, range from literature to language, media to pedagogy, cultural representation to course design and much more. And all the participants attempted to locate areas and define methods whereby education and training on peace could be fostered. At the end of each session more than thirty minutes was set aside for questions from the audience. The exchanges between the panelists and the audience were engaging, edifying, and fruitful.

In the course of the presentations, all participants had the opportunity to explore different pedagogical approaches and methodologies for promoting peace, dialogue, and tolerance. The educational models presented showed that peaceful coexistence is not an unattainable dream, but an achievable goal through teaching, intercultural communication and cross-cultural dialogue.

The discussions between specialists, on the one hand, and between academics and the audience highlighted the importance of the following:

- Training young people to accept diversity by overcoming stereotypes and prejudices;
- Enhancing critical thinking to better understand and deconstruct stereotypes, biased discourse, and hate speech;
- Incorporating the values of peace and tolerance into educational programs, not only as theoretical knowledge but as practical skills;
- Building bridges of communication between different cultures and traditions, to

1. What are the conditions and qualifications which enable institutions of higher learning to assume the mission of entrenching peace culture and promoting it?
2. What are the methodologies and pedagogical approaches that can be used to build and consolidate the practical side of the values of peace, dialogue, and tolerance?
3. What are the roles of pedagogical actors in implementing and disseminating values that can contribute to the establishment of peace culture in an effective way and thereby contribute to the building of peace on a wider scale?
4. What are the best means to develop critical skills in the generality of students and increase their capacity to accept the "other," however different they may be, and enhance their disposition to peacefully co-exist with other people and cultures and tolerate them?
5. How can we encourage and foster initiatives and efforts aimed at developing the culture of difference and training students in dialogue management, so that they may not only engage other people "in ways that are fair and gracious" but also build communication bridges conducive to peace?
6. Last but not least, how can we assess the capacity of education and training in building a positive and secure identity, such as would enable students to communicate and empathize with the "Other," in a context which draws on the magnanimous values of Islam, as well as on common universal human values? The said values allow individuals and communities, alike, to respect the "Other," to question various stereotypical images that certain cultures have about others, to obviate violence and clashes, and eventually build a world that enjoys the blessings of peace.

Soon after the theme of the conference was made public, the organizers received scores of replies coming from academics and researchers wishing to participate. After a thorough selection, the organizers selected around thirty papers and asked their authors to send in their abstracts to ascertain the quality and the pertinence of the contribution. After consid-

*On Tuesday and Wednesday, November 12 and 13, Dar El Hadith El Hassania Institution organized its Fifth International Conference on the following Theme: "Peace Education and Training: Why it is Important to Teach Peace in a Time of Unrest."*

Convinced that peace education and training foster cultural awareness, as well as ready acceptance of difference, cultural diversity, and co-existence between faiths and creeds, the organizers believe that such an awareness is indeed a pre-requisite for peaceful co-existence between peoples and nations. They maintain that it can also provide a propitious ground for intercultural exchanges and cross-fertilization, such as guarantee the welfare and happiness of each and all, and transcend creedal differences—which are, alas, exploited by fanatics to sow the seeds of discord and to fuel the fire of dissension between people. They also think that, more than ever before, it has become necessary to complete the edifice of peace, through education and training. In some parts of the world, peace and education have over time come to constitute the cornerstone of entire communities, whose members pride themselves over their cultural heritage, while opening up to other cultures with confidence and good will, without any sense of arrogance, anxiety or doubt.

In preparation for the conference, the organizers deemed that multi-perspective and multicultural approaches were crucial to any serious consideration of the various cultural and pedagogical theories and methodologies that purport to empower learners by incorporating multicultural principles and values in their curriculum. They came to realize that the emphasis should be on the complex synthesis and interaction of diverse cultural, social, language, religious and humanitarian values that can be used as levers to promote cultural awareness and to create a positive classroom environment for the transmission of truly universal human values.

With these considerations in mind, the organizers agreed that the Conference ought to set for itself a clutch of questions, which it should attempt to answer through scrutiny, study, and analysis, notably:



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## Conference on Peace Education and Training: An Account

By. Samira Nair <sup>(2)</sup>

## Abstract

Dar El Hadith El Hassania organized the fifth international conference on the theme : “ Peace Education and Training : Why it is Important to Teach Peace in a Time of Unrest.” Academics and researchers explored methodologies and pedagogical theories which are useful to foster dialogue and tolerance, emphasizing cultural awareness, and empathy which are essential to promoting peace values and building a more inclusive and equitable worldview.

The conference featured Thirty presentations across diverse themes such as pedagogy, media , and cultural representation, with engaging exchanges between panelists and attendees. During this academic journey, participants underscored the importance of integrating peace education in formal learning settings, since this can help societies cultivate generations equipped with the awareness and skills necessary to navigate cultural differences peacefully, hence contributing to a more harmonious global community.

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## مؤتمر حول التعليم والتدريب من أجل السلام: تقرير

سميرة ناير<sup>(1)</sup>

## الملخص

تحت عنوان «التعليم والتدريب من أجل السلام: ما أهمية تعليم السلام في زمن الاضطرابات؟» نظمت دار الحديث الحسنية المؤتمر الدولي الخامس عشر حيث كشف الأكاديميون والباحثون عن منهجيات ونظريات تربوية مفيدة لتعزيز الحوار والتسامح، مع التركيز على الوعي الثقافي والتعاطف اللذين يعتبران ضروريين لتعزيز قيم السلام وبناء نظرة عالمية أكثر شمولاً وإنصافاً. وقد تضمن المؤتمر ثلاثين عرضاً تقديمياً حول مواضيع متنوعة مثل التربية والإعلام والتمثيل الثقافي، مع تبادل الآراء بين المتحدثين والحضور. خلال هذه الرحلة الأكاديمية، أكد المشاركون على أهمية دمج تعليم السلام في مؤسسات التعليم الرسمية؛ لأن هذا من شأنه أن يساعد المجتمعات على تنشئة أجيال مجهزة بالوعي والمهارات اللازمة للتنقل بين الاختلافات الثقافية بسلام، وبالتالي الإسهام في بناء مجتمع عالمي أكثر انسجاماً.

(1) أستاذة اللغة الانجليزية في دار الحديث الحسنية، الرباط.

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