

SECURING OUR COMMON FUTURE



Disarmament and Non-Proliferation Education

The objective of Disarmament and Non-Proliferation Education (DNPE) and training is to impart knowledge and skills to individuals. This empowers people to make their contribution, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures. It also helps us all to contribute to the ultimate goal of general and complete disarmament under effective international control.

It offers an opportunity for deeper analysis of conflict and conflict resolution, the causes of war and the interaction between technology and warfare, emphasizing approaches to reducing and eliminating violent conflicts of all kinds.

UN Resolutions and Recommendations

In October 2002, the United Nations Study on Disarmament and Non-Proliferation Education (A/57/124) was submitted to the First Committee of the General Assembly to revitalize past disarmament education efforts. It provided 34 recommendations for action to be undertaken by Member States, the UN Office for Disarmament Affairs and its regional centres, academia, civil society, media and others.

In 2017, these 34 recommendations were reaffirmed by the Secretary-General's Advisory Board on Disarmament Matters (A/72/185). In its report, the Board called again for a reinvigoration of disarmament education activities.

Collective Action

Civil society organizations and the media have often taken a leading role in providing both formal and informal disarmament and non-proliferation education and training.

By joining together Member States, the UN System and other international organizations can collectively prepare, adapt and disseminate a wide range of targeted, user-friendly educational materials on disarmament.



New technologies



New technologies, especially the Internet and social media, create unprecedented opportunities in disarmament and non-proliferation education for both academic audiences and the general public.



<https://www.un.org/disarmament>



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What we aim to do



DEVELOP

an understanding of the multiple factors at the local, national, regional and global levels that either foster or undermine peace.



PROJECT

at all levels the values of peace, tolerance, non-violence, dialogue and consultation as the basis for interaction among peoples, countries and civilizations.



BRIDGE

divides by bringing together ideas, concepts, people, groups and institutions to promote concerted international efforts towards disarmament, non-proliferation and a peaceful, non-violent world.



Education For Peace And Disarmament Toward A Living World

TD Snyder



Education For Peace And Disarmament Toward A Living World:

Educating for a Culture of Social and Ecological Peace Anita L. Wenden, 2012-02-01 Acknowledging the dual notions of danger and opportunity that present themselves in contemporary social and ecological crises this book explores how both peace and environmental education can transform the way we think and what we value The book outlines the link between social violence and ecological degradation and the need to educate for the purpose of achieving social and ecological peace Specialists in peace and environmental education offer a holistic and integrated approach on educating about these problems and challenges They also provide educational strategies such as curricular frameworks and pedagogical innovations appropriate for both formal and informal settings and case studies and examples that illustrate their application

Handbook on Peace Education Gavriel Salomon, Ed Cairns, 2011-02-25 This handbook encompasses a range of disciplines that underlie the field of peace education and provides the rationales for the ways it is actually carried out The discipline is a composite of contributions from a variety of disciplines ranging from social psychology to philosophy and from communication to political science That is peace education is an applied subject which is practiced in differing ways but must always be firmly based on a range of established empirical disciplines The volume is structured around contributions from expert scholars in various fields that underpin peace education plus contributions from experts in applying peace education in a range of settings all complemented by chapters which deal with issues related to research and evaluation of peace education

Routledge International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium

Future Survey Annual 1984 World Future Society, 1984-06-01
American Journal of Islamic Social Sciences 16:4 Abdullah Yavas, M. Umer Chapra, Monzer Kahf, Mustafa Koylii, The American Journal of Islamic Social Sciences AJISS established in 1984 is a quarterly double blind peer reviewed and interdisciplinary journal published by the International Institute of Islamic Thought IIIT and distributed worldwide The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology history philosophy and metaphysics politics psychology religious law and traditional Islam

Education for Peace and Disarmament Douglas Sloan, 1983-01-01
John Dewey and the Paradox of Liberal Reform William Andrew Paringer, 1990-07-05 This book provides a fresh critique of John Dewey and the progressive tradition and warns against the superficial renaissance of Deweyan philosophy present in many of today's modern liberal educational reform movements Challenging the four pillars of Dewey's pragmatism science nature democracy experience Paringer argues for a critical or radical education praxis that more sensitively comes to grips with the difficulties of the nuclearized postmodern world
Future Survey Annual 1983 Michael Marien, 1984-01-01
Managing the Social Studies Curriculum Kent Freeland, 1994-10-28 To learn more about Rowman Littlefield titles please visit us at www.rowmanlittlefield.com

Bulletin of the Atomic Scientists ,1984-12 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **American Journal of Islamic Social Sciences 15:4** Malik B. Badri,Shafiq Falah Alawneh,Salisu Shehu,Mustapha Achoui, The American Journal of Islamic Social Sciences AJISS established in 1984 is a quarterly double blind peer reviewed and interdisciplinary journal published by the International Institute of Islamic Thought IIIT and distributed worldwide The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology history philosophy and metaphysics politics psychology religious law and traditional Islam Education for Peace Hayim Gordon,Leonard Grob,1987 A collection of statements from various religious backgrounds discussing the role of interreligious intolerance in human conflict and the themes of peace in different religious traditions Explores the possibility for true dialogue between individuals and religions to abate tension and lead to true peace Also addresses practical aspects and problems of peace education theory **Bulletin of the Atomic Scientists** ,1984-12 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **Global Peace and Anti-nuclear Movements** Badruddin,2003 This Book Presents In Depth Observation And Analysis Of Global Peace Movement Organizations Both In Historical As Well As Contemporary Dimension **Rediscovering Gandhi (Volume 10)** R.P. Misra,2018-01-01 This is the tenth volume of Rediscovering Gandhi series of books edited by Prof R P Misra The volume is a collection of papers written by Prof Misra and published in various international and national journals and lectures delivered by him during the last two decades The volume covers all aspects of Gandhi s life childhood adolescence and youth his South African sojourn and birth of non cooperation movement there which was transformed into Sayagraha his return to India and call for Home Rule as the first step to secure Purna Swaraj complete independence for India and his non violent movement Satyagraha to free India from the British Rule Then there are chapters which cover themes like Truth is God Sarvodaya Swaraj Gram Swaraj Gandhian Economics Modernism and Post modernism Democracy Human Rights Ecology Education and Peace The Nature of International Law Gerry Simpson,2017-10-05 This title was first published in 2002 The purpose if this volume is to provide a map of some of the great theoretical debates within the discipline of international law The essays included are structured as dialogues between international legal theorists on concrete subjects such as democracy gender compliance sovereignty and justice They represent the most interesting theoretical work undertaken in international law *Mathematics Education and Culture* Alan Bishop,2013-04-17 **A Philosophy Of International Law** Fernando Teson,2018-10-08 Why should sovereign states obey international law In this groundbreaking study Fernando Tes n argues that an overlapping respect for human rights has created a moral common ground among the countries of the world It is this common set of values rather than self

interest that ultimately provides legitimacy to international law Using the tools of moral philosophy Tes n analyzes the concepts of sovereignty intervention and national interest the contributions of social contact theory game theory and feminist theory and the puzzles of self determination and group rights

The European Union Munir Hussain,2016-12-17 This book outlines the foreign and security policy of the European Union as envisaged under the Common Foreign and Security Policy CFSP Since establishing the CFSP in the 1990s the European Union EU has showed its enthusiasm for global leadership empowering European citizenship and developing its international standing as an economic and political supranational organization In particular the book examines the EU s peacekeeping and conflict resolution dynamics in order to analyze the political and security dimensions of the EU It argues that due to the loose collective foreign policy and inter bloc dilemmas the EU has failed to perform as an actor of substance in international politics However at the regional level the EU s peacekeeping efforts have enjoyed considerable success The book further explains the dynamics of successful regional and unsuccessful extra regional peacekeeping and conflict resolution efforts on the part of the EU with the help of a case study The case study assesses two key hypotheses that the stronger an EU member state s collective Europeanization approach is the higher the success of the EU is in inter bloc disputes and that the weaker an EU member state s execution of the CFSP on international disputes is the less successful the EU is in the context of international peacekeeping

Education for Peace and Disarmament Peter Abbs,1982

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