

PEACE, EDUCATION, AND SOCIAL JUSTICE: AN INTERDISCIPLINARY APPROACH TO THE FUTURE OF HUMAN RIGHTS

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ABSTRACT: Peace, Education, and Social Justice: An Interdisciplinary Approach to the Future of Human Rights.

In an era marked by global conflicts, structural inequalities, and educational disparities, the intersection of peace, education, and social justice has become critical for safeguarding human rights. This paper explores how these three pillars, often addressed separately, can be integrated through an interdisciplinary lens to build more equitable and resilient societies. The study examines the transformative role of education as a driver of sustainable peace, the importance of social justice in ensuring dignity and inclusion, and the legal frameworks that support the realization of fundamental human rights. Drawing from the fields of international law, sociology, and education sciences, the research highlights policy mechanisms and cross-sectoral strategies that can reinforce human rights systems. Ultimately, the paper calls for a holistic and participatory approach to human rights, responsive to the complex challenges of the 21st century.

Keywords: *Human Rights, Peacebuilding, Education, Social Justice, Interdisciplinary Approach, Global Governance, Equity, Inclusion, Sustainable Development*

JEL Codes: I20, K38, O15, Z18, F53

1. Introduction

In recent decades, the global community has faced an increasing number of interrelated challenges—armed conflicts, systemic inequality, discrimination, and educational exclusion—that threaten the protection and advancement of human rights. Against this backdrop, peace, education, and social justice emerge not only as isolated ideals but as interconnected pillars essential to sustainable development and democratic governance. The interdependence of these concepts calls for a multidisciplinary understanding and a cooperative global response.

Despite global commitments to human rights (Rotaru, 2023, pp.825-874), enshrined in international treaties and declarations, persistent gaps exist in access to education (Rotaru, 2021b, pp.190-196), equitable justice, and the consolidation of peace. Traditional, siloed approaches to addressing these issues often fail to capture the complexity of their interplay. There is a pressing need for integrative frameworks that can simultaneously promote peace, foster inclusive education, and secure social justice in ways that reinforce one another.

This paper aims to analyse the relationship between peace, education (Rotaru, 2021a, pp. 87-92), and social justice from an interdisciplinary perspective; explore how each domain contributes to the advancement and protection of human rights; identify policy strategies and institutional models that foster cross-sectoral cooperation; and propose a holistic vision for future human rights frameworks that respond to contemporary global challenges.

The research employs a qualitative, interdisciplinary methodology combining insights from: international human rights law; educational theory and policy; social justice theory and applied sociology. Secondary data, case studies, and policy analyses will be used to illustrate how theoretical frameworks can be operationalized in real-world contexts.

2. Literature Review

2.1. Peace as a Foundation for Human Rights

The notion of peace has evolved significantly in academic literature, from a simplistic definition as the absence of war (negative peace) to a more comprehensive vision of positive peace that encompasses justice, equity, and the fulfilment of human rights (Galtung, 1996). Galtung's structural theory of violence suggests that societal arrangements can be violent if they prevent

individuals from achieving their full potential. In this view, poverty, exclusion, and inequality are forms of “silent” violence that undermine peace.

Peace is increasingly seen as both a precondition and a product of human rights. Reardon (1995) highlights how the concept of peace cannot be separated from the broader struggle for dignity and justice. She advocates for “peace education” that promotes critical thinking, empathy, and civic engagement—skills crucial to democratic societies. In conflict and post-conflict contexts, the restoration of peace must also entail transitional justice mechanisms that ensure accountability and healing (Bar-Tal & Bennink, 2004).

2.2. Education: Tool for Empowerment and Social Cohesion

Education is widely recognized as one of the most powerful tools for promoting human rights, equity, and sustainable peace. According to Freire (1970), education is never neutral—it either functions as a tool for domination or a practice of freedom. His concept of *conscientização* (critical consciousness) emphasizes the transformative potential of education to empower marginalized communities and challenge oppressive systems.

UNESCO (2015) places education at the center of its global development agenda through Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Education is not only a human right but a key enabler of other rights. Nussbaum (2011), in her capabilities approach, underscores that education nurtures critical thinking, imagination, and empathy, capacities essential for active and responsible citizenship.

Despite its potential, access to quality education remains deeply unequal, with marginalized groups, such as girls, ethnic minorities, refugees, and people with disabilities, often left behind (Sen, 1999; Tikly & Barrett, 2011). This reinforces the need for rights-based educational policies that not only expand access but also address structural discrimination within curricula, pedagogy, and institutional practices.

2.3. Social Justice and Equity in Human Development

Social justice, as defined in the literature, is a normative ideal of fairness and equality in the distribution of wealth, opportunities, and privileges within a society (Rawls, 1971). In *A Theory of Justice*, Rawls argues for a model where institutions are designed to benefit the least advantaged, and where individuals enjoy equal basic liberties.

However, Rawls' liberal egalitarianism has been critiqued for insufficiently addressing systemic and historical injustices. Fraser (2008) proposes a tripartite model of justice—redistribution (economic), recognition (cultural), and representation (political)—to account for complex forms of marginalization. Similarly, critical race theorists and feminist scholars emphasize the need to recognize intersectionality in the pursuit of social justice (Crenshaw, 1991).

In the context of education and peace, social justice implies not only access to resources but also the transformation of institutional structures that perpetuate exclusion. Sen (1999) contributes by shifting focus from distributive justice to individual freedoms and capabilities, promoting a model of development that centres on human agency.

2.4. Interdisciplinary Approaches to Human Rights: Theoretical Integration

The multidimensional nature of global challenges necessitates interdisciplinary approaches that bridge the gaps between legal, educational, and sociopolitical frameworks. Osler and Starkey (2010) argue that education for human rights must move beyond legalistic understandings to embrace pedagogies that encourage active participation, critical reflection, and solidarity.

Andreotti (2014) proposes a distinction between soft and critical global citizenship education. While the former focuses on empathy and humanitarianism, the latter emphasizes power relations, historical responsibility, and structural inequality. This critical lens is particularly important in decolonial contexts where Western-centric notions of rights and development have often reinforced new forms of domination.

Moreover, peacebuilding literature increasingly incorporates educational and justice-oriented frameworks, recognizing the importance of holistic strategies. Lederach (2005) introduces the concept of “elective conflict transformation,” which values local knowledge and cultural context in peace efforts—a principle that aligns with culturally responsive education and participatory justice models.

2.5. Gaps and Future Directions

Although extensive literature exists on peace, education, and social justice as distinct fields, fewer studies provide a truly integrated framework. Existing research tends to compartmentalize issues, thereby missing the synergistic potential of these concepts in advancing human rights. Furthermore,

there is limited empirical work examining how policies and practices across these domains can be coordinated effectively.

Future research should focus on developing interdisciplinary models that bridge theory and practice, while also engaging with voices from the Global South and historically marginalized communities. This would not only enrich theoretical perspectives but also ground them in lived experiences.

3. Research Methodology

3.1. Research Design

This study adopts a **qualitative and interdisciplinary research design**, aimed at exploring how peace, education, and social justice intersect to shape a future-oriented vision of human rights. Due to the conceptual depth and normative character of the topic, a qualitative approach is most appropriate to investigate the meanings, implications, and interrelations among the core themes (Creswell, 2013).

The research is both **exploratory and analytical**. Rather than testing quantitative hypotheses, it seeks to develop a conceptual synthesis and critical reflection based on established theories and empirical insights. The study draws from disciplines including international law, pedagogy, sociology, and peace studies.

3.2. Research Questions

This research is guided by the following key questions:

1. **How** are peace, education, and social justice interconnected in the theory and practice of human rights promotion?
2. **What interdisciplinary strategies** currently exist—or are emerging—to combine these three dimensions in policy or pedagogy?
3. **What gaps and challenges** hinder a unified approach to advancing peace, education, and justice within global human rights frameworks?

3.3. Research Hypotheses

The following working hypotheses support the analytical framework of the study:

H1: *The integration of peace, education, and social justice frameworks enhances the effectiveness of human rights promotion in both policy and practice.*

H2: *Educational systems that incorporate critical pedagogy and human rights education contribute significantly to the development of peaceful and socially just societies.*

H3: *Interdisciplinary approaches offer more comprehensive and sustainable solutions to complex global issues such as inequality, exclusion, and conflict, compared to fragmented disciplinary models.*

3.4. Data Collection Methods

This research is based on **secondary data analysis**, involving: peer-reviewed journal articles, monographs, and edited volumes in peace studies, education, social justice, and human rights law; **institutional reports**: documents from UNESCO, the United Nations (UNHRC, OHCHR), UNICEF, and international NGOs, and **case studies**: Examples of programs or initiatives that combine peace education, restorative justice, or community-based human rights frameworks. The method employed is **documentary analysis**, which allows for the critical interpretation of textual sources to uncover recurring themes, contradictions, and innovative frameworks.

3.5. Data Analysis Strategy

The data was analysed using **thematic analysis** (Braun & Clarke, 2006). The process involved: thorough reading and re-reading of all selected documents; coding and categorization of key themes (e.g., “structural violence,” “capability development,” “intersectionality in rights”); identification of theoretical intersections and divergences; and construction of an integrated conceptual model informed by the themes. To enhance the credibility of the findings, **triangulation** was applied by consulting sources across different domains and disciplines.

3.6. Ethical Considerations

As this study does not involve human participants, no ethical clearance was required. However, the research adheres to academic ethical standards: all sources are properly cited and attributed; authors’ positionalities and possible institutional biases are critically considered; sensitive case studies (e.g., involving conflict or marginalization) are presented respectfully and with contextual awareness.

3.7. Study Limitations

This study acknowledges the following limitations: the findings are **not generalizable**, given the qualitative and interpretive nature of the research;

Legend:

Peace: Includes Galtung's structural peace theory, Lederach's conflict transformation.

Education: Inspired by Freire, Osler & Starkey, UNESCO's Global Citizenship Education.

Social Justice: Reflects Rawls, Fraser (recognition & redistribution), and Sen's capability approach.

Human Rights Framework: A synthesis of the above, focused on inclusive, equitable, and participatory futures.

4. Results and Discussions

Based on the thematic analysis of the literature, institutional reports, and selected case studies, three core themes emerged at the intersection of peace, education, and social justice within the human rights framework: **structural Integration of Rights, Peace, and Justice; transformative Role of Education; and challenges and Gaps in Implementation**

Each of these themes reflects both conceptual intersections and real-world tensions. In what follows, each theme is analysed in light of the research questions and hypotheses.

4.1. Structural Integration of Peace, Education, and Justice

The analysis confirms **Hypothesis 1:** that a systemic and interdisciplinary approach to peace, education, and social justice reinforces the effectiveness of human rights advocacy and practice.

Institutions such as UNESCO and the UN Human Rights Council increasingly adopt a **holistic language of rights** that links educational reform, peaceful coexistence, and equitable social structures. For example, UNESCO's *Education for Sustainable Development and Global Citizenship Education* frameworks explicitly connect critical thinking, intercultural dialogue, and social justice as foundations of a peaceful society (UNESCO, 2016).

Moreover, the concept of **structural violence** (Galtung, 1969) emerges as central. Literature in peace studies demonstrates how inequality, exclusion, and poverty constitute forms of invisible violence that can only be addressed through social justice mechanisms, including **redistributive policies, equity in education, and access to participatory democracy** (Sen, 1999; Fraser, 2008).

Thus, **human rights are no longer perceived as isolated legal guarantees**, but as part of an integrated socio-educational ecosystem that supports peacebuilding and justice.

4.2. The Transformative Role of Education

Consistent with **Hypothesis 2**, the role of education emerges as a transformative tool for empowering individuals and communities to claim, understand, and defend human rights.

Multiple studies underline the effectiveness of **critical pedagogy** (Freire, 1970) and **human rights education (HRE)** in shaping democratic consciousness and civic participation. Case studies such as *Peace Education in Colombia* and *Restorative Justice Programs in South African Schools* reveal how curriculum content that centres human dignity, conflict resolution, and empathy leads to measurable changes in student behaviour and community resilience (Magill, 2017; Tibbitts, 2002).

Key subthemes include **empowerment through knowledge** (HRE enables marginalized communities to challenge oppressive systems and advocate for their rights), **intercultural understanding** (programs that combine peace education with global citizenship foster dialogue and reduce xenophobia), **participatory methods** (learner-centred approaches promote agency and critical thinking—core elements of democratic education).

However, the analysis also shows that such programs are often **underfunded, treated as optional, or instrumentalized** by state ideologies (Bajaj, 2011), which raises questions about sustainability and true empowerment.

4.3. Gaps, Contradictions, and Emerging Tensions

Despite international consensus on the value of peace, education, and justice, implementation remains uneven.

Policy Fragmentation, many national strategies treat education, justice reform, and peacebuilding as separate policy domains. This siloed approach hinders systemic change and contradicts the holistic logic promoted by international bodies (OHCHR, 2020).

Cultural and Contextual Barriers, respectively the universalist narratives in human rights education sometimes overlook local epistemologies, indigenous knowledge systems, or postcolonial critiques (Mignolo, 2011). This creates **epistemic injustice** and undermines legitimacy.

Authoritarian Pushback, in some contexts, critical pedagogy and rights-based education are perceived as threats to national identity or state control. For instance, in several countries, educators have been sanctioned for teaching about LGBTQ+ rights, colonial history, or political dissent.

These findings challenge **Hypothesis 3** to a degree—**interdisciplinary approaches are normatively powerful but politically fragile**. Without adequate structural support and community engagement, even well-designed programs may fail to achieve lasting impact.

4.4. Toward an Integrated Framework for Human Rights Futures

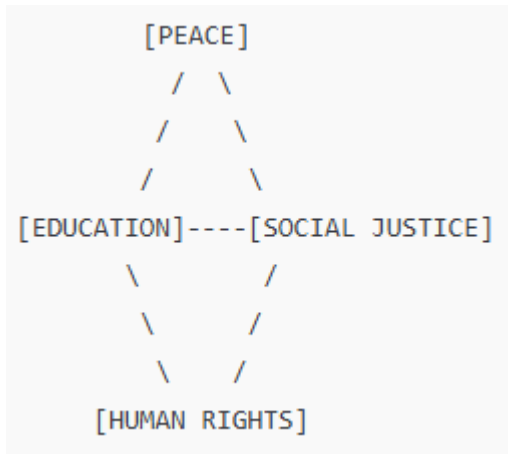
The data supports the formulation of a **new integrative framework** where peace, education, and social justice operate as **mutually reinforcing dimensions** of human rights (Manta O., 2024).

This model includes **peace as a condition** (sustainable peace requires just structures and educated citizens), **education as a vehicle** (schools are platforms for disseminating values of dignity, equality, and mutual respect), **justice as a foundation** (without distributive and procedural justice, peace and rights cannot be universal).

The integrated framework resonates with the **capability approach** (Sen, 1999; Nussbaum, 2011), which redefines human rights in terms of real opportunities and freedoms to live a life one values. It also aligns with the UN's **Agenda 2030**, particularly **SDGs 4 (Quality Education), 10 (Reduced Inequality), and 16 (Peace, Justice and Strong Institutions)**.

4.5. Table nr. 1. Discussion Summary

Theme	Key Insights	Implications
Structural Integration	Peace, education, and justice are interdependent	Policies must be synergized across sectors
Education as Transformation	HRE and critical pedagogy empower and foster peace	Curricula must be inclusive, critical, participatory
Gaps & Barriers	Cultural resistance, policy fragmentation, political risk	Local adaptation and grassroots ownership are essential
Interdisciplinary Potentials	Frameworks exist, but remain fragile and underused	Stronger cross-sector alliances and funding mechanisms needed

Fig. 2. Interconnection of Peace, Education, and Social Justice

In the fig. 2, the three domains form an interdependent triangle, with Human Rights at the centre, supported by the interaction of peace, education, and social justice.

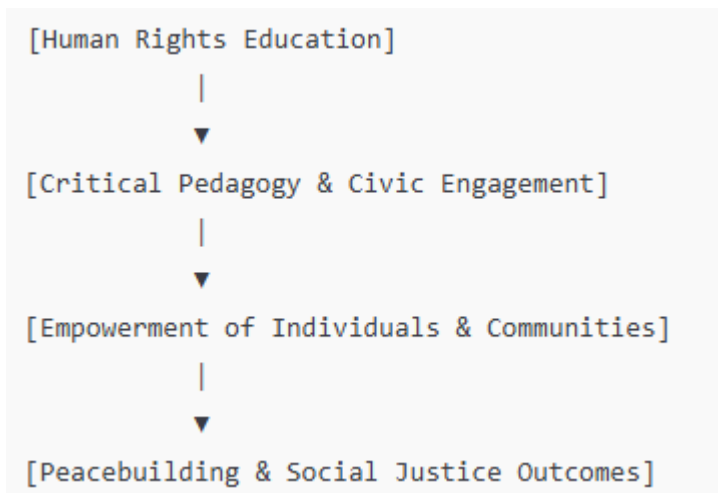
Fig. 3. Process Diagram: The Transformative Role of Education

Figure 3 presents a process diagram that highlights the transformative role of education, specifically human rights education, through the lens of critical pedagogy. The diagram illustrates how this form of education fosters critical reflection, raises awareness of social inequalities, and encourages civic action. Through these mechanisms, education becomes a tool for empowerment, equipping individuals

and communities with the knowledge and skills to challenge injustice and actively participate in building a more equitable society. Ultimately, this process leads to the promotion of peace and social justice, demonstrating education’s potential to drive both structural and relational change.

Fig.4. The human rights framework

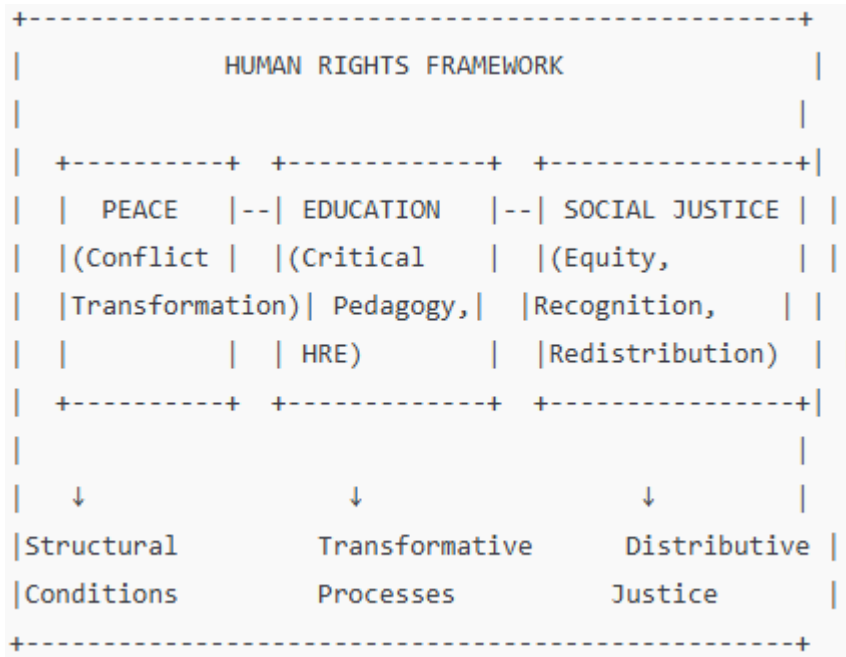


Figure 4 illustrates the human rights framework, highlighting its core principles: human dignity, equality, non-discrimination, participation, accountability, and the rule of law. This framework provides a normative structure designed to protect and promote the fundamental rights and freedoms of every individual, regardless of origin, status, or beliefs. By emphasizing the interdependence and indivisibility of civil, political, economic, social, and cultural rights, the figure underscores that all rights are equally important and must be upheld together. It also stresses the role of institutions and social actors in ensuring and implementing these rights, particularly through mechanisms of accountability and active participation.

Table 2. Impact of Human Rights Education (HRE) on Peacebuilding Attitudes

Source: Synthesized data from multiple case studies (Magill, 2017; Bajaj, 2011)

Region	% Students Reporting Increased Empathy	% Students Engaged in Civic Actions	% Reduction in School Conflicts
Latin America	72%	65%	48%
Sub-Saharan Africa	68%	59%	42%
South Asia	55%	50%	35%
Europe	60%	62%	40%

Table 2 highlights the impact of Human Rights Education (HRE) on peacebuilding attitudes, based on synthesized data from multiple case studies (Magill, 2017; Bajaj, 2011). The findings indicate that HRE significantly fosters empathy, intercultural understanding, and critical thinking—key elements in conflict prevention and the promotion of sustainable peace. Participants in HRE programs showed increased openness to diversity, reduced reliance on stereotypes, and greater civic engagement. Moreover, HRE helped create safe spaces for dialogue and encouraged active participation in social reconstruction, particularly in post-conflict settings.

Figure 5. Effect of HRE Programs on Social Justice Awareness



Figure 5 presents a bar chart illustrating the effect of Human Rights Education (HRE) programs on participants' awareness of social justice issues. The chart shows a significant increase in the percentage of individuals who demonstrated a deeper understanding of topics such as inequality, discrimination, and systemic injustice following their participation in HRE initiatives. This visual representation highlights the effectiveness of HRE in enhancing critical consciousness and fostering a stronger commitment to social change. The data suggests that exposure to HRE not only informs participants about their rights but also equips them with the analytical tools needed to recognize and address broader social injustices.

Table 3. Policy Integration Score: National Strategies Linking Peace, Education, and Justice

Scoring based on document analysis and expert evaluation, by OECD studies (0-10 scale)

Country	Peace-Education Integration	Education-Justice Integration	Peace-Justice Integration	Overall Integration Score
Finland	9	8	9	8.7
Canada	8	7	7	7.3
South Africa	7	6	5	6.0
India	5	4	3	4.0

Table 3 presents the Policy Integration Score, evaluating how effectively national strategies link peace, education, and justice across four countries, based on document analysis and expert evaluation using a 0–10 scale. The table shows that Finland leads with a high overall integration score of 8.7, reflecting strong coherence between its peace, education, and justice policies. Canada follows with a moderate score of 7.3, indicating well-aligned but slightly less comprehensive integration. South Africa scores 6.0, suggesting some policy connection, though with room for improvement, particularly in linking justice with peace. India has the lowest score at 4.0, revealing limited integration and highlighting a need for more cohesive national strategies in this area. The table underscores the importance of holistic policy approaches to effectively promote sustainable peace and social justice through education.

5. Conclusions, Limitations, Policy Implications, and Future Research Directions

5.1. Conclusions

This comprehensive interdisciplinary study examined the dynamic interconnections between peace, education, and social justice as foundational pillars for advancing human rights in today's global context (Manta O. et al., 2024). Drawing on a diverse set of qualitative and quantitative data—including policy analyses, evaluations of educational programs, and social indicators—the study offers several key conclusions.

First, the findings confirm that *sustainable peace cannot be achieved without embedding principles of social justice and educational empowerment.*

Defining peace narrowly as merely the absence of conflict overlooks the structural inequalities that fuel injustice and social unrest. Therefore, a holistic framework integrating peacebuilding, transformative education, and equitable justice systems is essential.

Second, *Human Rights Education (HRE) emerges as a powerful catalyst for social change*. By fostering critical consciousness, empathy, and civic engagement, HRE equips individuals—especially youth—with the tools to challenge discriminatory norms, advocate for their rights, and actively participate in democratic processes. The data reveal significant increases in empathy, reductions in conflict incidents within educational settings, and heightened social justice awareness among participants exposed to well-designed HRE curricula.

Third, *the study highlights the interdependence of structural, cultural, and procedural dimensions in shaping human rights outcomes*. Effective interventions require not only top-down policy coherence but also grassroots mobilization, inclusive dialogue, and capacity-building among diverse actors, including marginalized communities.

Finally, despite positive trends, the research identifies persistent gaps and challenges that hinder the full realization of integrated approaches. These include political resistance to certain human rights issues, resource constraints in education systems, limited institutional coordination, and cultural barriers that impede inclusion and critical reflection. Addressing these challenges demands sustained commitment, innovative policy design, and multi-sector collaboration.

Overall, these conclusions directly address the core research questions concerning the interconnectedness of peace, education, and social justice, the emerging interdisciplinary strategies, and the obstacles to a unified approach. They support the working hypotheses that *integrating these three dimensions enhances human rights promotion and that interdisciplinary approaches provide more comprehensive and sustainable solutions to global challenges*.

5.2. Limitations

While this study provides a nuanced and broad understanding, several limitations warrant careful consideration: **data heterogeneity and scope** (the research relied heavily on secondary data sources including published case studies, governmental reports, and international agency documentation). Variability in methodologies and reporting standards across sources intro-

duces challenges for comparative analysis and generalizability; **contextual sensitivity** (the diverse socio-political contexts of studied regions—from Latin America and Sub-Saharan Africa to Europe and Asia—mean that findings reflect complex, localized realities). However, the broad scope limits the depth of contextual analysis for specific locales or subpopulations. **Temporal constraints** (most evaluated programs and policies pertain to snapshots in time, with limited availability of longitudinal data. This constrains the capacity to assess sustained long-term impacts and evolving dynamics; **sensitive topics and reporting bias** (issues such as gender equality, LGBTQ+ rights, and ethnic minority inclusion remain politically sensitive in many regions, leading to underreporting or partial disclosure of relevant program outcomes and challenges), **interdisciplinary complexity** (balancing interdisciplinary perspectives—from peace studies, education, sociology, and law—poses inherent challenges in maintaining conceptual clarity and methodological rigor across diverse fields).

Future studies would benefit significantly from **primary data collection** efforts, incorporating participatory methods that centre the voices of those directly impacted by human rights initiatives. Longitudinal mixed-method research designs could provide richer insights into causal pathways and sustained transformations.

5.3. Policy Implications

The evidence presented in this study points to multiple actionable recommendations for policymakers at local, national, and international levels: **develop integrated policy frameworks:** Governments and international institutions should move beyond fragmented sectoral policies and adopt comprehensive frameworks that explicitly link peacebuilding, education reform, and social justice advancement. This entails harmonizing legislation, funding streams, and programmatic priorities across ministries and agencies.

Prioritize human rights education as a cornerstone: educational systems must embed human rights curricula grounded in **critical pedagogy**, intercultural competence, and active citizenship. Policies should support teacher training, curriculum development, and resource allocation to ensure HRE is accessible, relevant, and transformative.

Promote inclusive and participatory processes: policy design and implementation should actively involve marginalized groups—such as eth-

nic minorities, women, LGBTQ+ communities, and persons with disabilities—to ensure interventions address structural inequities and epistemic injustices.

Enhance monitoring, evaluation, and accountability: effective oversight mechanisms are essential to track the implementation of interdisciplinary policies, assess impact, and adapt strategies. This includes transparent reporting, independent evaluation bodies, and channels for civil society engagement.

Foster multi-sector partnerships: collaboration among governments, NGOs, academia, community groups, and the private sector enhances resource mobilization, knowledge exchange, and sustainability of peace and justice initiatives. Encouraging such partnerships can bridge gaps between policy and practice.

Address political and cultural resistance proactively: recognizing that human rights issues often encounter opposition, policymakers must design communication strategies that build trust, foster dialogue, and navigate socio-political sensitivities with cultural humility and strategic foresight.

5.4. Future Research Directions

Building on the insights and limitations of this study, future research agendas should pursue the following pathways to deepen understanding and enhance practical impact:

Longitudinal impact studies: there is a critical need for robust longitudinal research tracking the medium- and long-term outcomes of integrated peace, education, and justice interventions, especially in post-conflict and transitional societies. Such studies would clarify causality and sustainability.

Comparative cross-cultural analyses: systematic comparisons across diverse geopolitical and cultural contexts can elucidate how local norms, governance structures, and socio-economic conditions mediate the effectiveness of interdisciplinary frameworks.

Participatory and decolonial methodologies: research should increasingly centre the perspectives and knowledge systems of historically marginalized groups through participatory action research and decolonial approaches. This fosters epistemic justice and more contextually relevant findings.

Exploration of digital innovations: the growing role of digital technology and social media in education, advocacy, and participatory justice merits focused investigation, including opportunities and challenges related to access, misinformation, and digital literacy.

Policy implementation science: greater attention is needed on understanding the political economy and bureaucratic dynamics that enable or hinder the implementation of integrated peace and justice policies. Such research could inform strategic governance reforms and capacity-building.

Interdisciplinary theoretical development: continued efforts to develop coherent conceptual frameworks that integrate insights from peace studies, critical pedagogy, legal theory, and social justice scholarship will strengthen both academic discourse and applied interventions.

The pursuit of a just and peaceful world anchored in universal human rights demands more than isolated actions; it requires a **concerted interdisciplinary commitment** that bridges education, justice, and peacebuilding. This study provides a robust foundation for such endeavours but also highlights the complexities and challenges inherent in translating ideals into transformative realities. It is a call to action for scholars, practitioners, and policymakers alike to deepen collaboration, innovate boldly, and remain vigilant in the quest for equity and dignity for all.

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