Challenges of Peace Education in the digital age

Retos de la Educación para la Paz en la era digital

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RESUMEN	
Palabras clave: Coexistencia Pacífica; Cultura De Paz; Educación Para La Paz; Paz	En la actualidad, el contexto nacional e internacional se encuentra marcado por la polaridad, la presencia o amenaza constante de conflictos, la proliferación de fenómenos sociales nocivos, entre otros desafíos marcados por la hiperdigitalización de la vida cotidiana. En este escenario la educación para la paz constituye un importante proceso que debe ser conceptualizado, estudiado y perfeccionado, más allá de posturas tradicionales y obsoletas, de ahí la importancia de lograr una mejor comprensión de sus fortalezas y desafíos. Para ello, se condujo un estudio de revisión crítica e integrativa, con un protocolo exhaustivo para el desarrollo del mismo y la producción de una síntesis de fuentes relevantes. Los principales resultados apuntan hacia la importancia de lograr una aproximación inter y transdiciplinar, el predominio de estudios enfocados en problemas globales, la necesidad de integrar la educación para la paz a otras iniciativas innovadoras que preconicen la transformación social y la naturaleza compleja de las intersecciones disciplinares, contextuales y vivenciales que se producen en la búsqueda de la construcción una cultura de paz sostenible.

ABSTRACT	
Keywords: Culture Of Peace; Peace; Peace Education; Peaceful Coexistence	Currently, the national and international context is marked by polarity, the presence or constant threat of conflicts, the proliferation of harmful social phenomena, among other challenges marked by the hyper-digitalization of daily life. In this scenario, peace education constitutes an important process that must be conceptualized, studied and perfected, beyond traditional and obsolete positions, hence the importance of achieving a better understanding of its strengths and challenges. To this end, a critical and integrative review study was conducted, with an exhaustive protocol for its development and the production of a synthesis of relevant sources. The main results point to the importance of achieving an inter- and transdisciplinary approach, the predominance of studies focused on global problems, the need to integrate peace education with other innovative initiatives that advocate social transformation, and the complex nature of disciplinary intersections, contextual and experiential that occur in the search for the construction of a culture of sustainable peace.

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Introducción

Peace education emerges in the contemporary landscape not only as an ideal to achieve but as an imperative need for the construction of more just, inclusive, and sustainable societies (Alt et al., 2023; Kurian & Kester, 2019). In a world marked by the diversity of cultures, ideologies, and perspectives, peace education positions itself as a fundamental pillar in the collective effort to foster mutual understanding, tolerance, and non-violent conflict resolution (Corboz et al., 2019; Harvey et al., 2021; McInerney & Archer, 2023; Snauwaert, 2020).

In this sense, its importance lies in the ability to transform not only individuals but also communities and entire societies by promoting values and practices that contribute to common well-being and social cohesion (Adjei, 2019). Therefore, peace education constitutes a complex disciplinary space where different traditional fields converge, such as education, pedagogy, psychology, sociology, law, environmental sciences, but also interesting proposals like peace engineering, applied computer science, digital international relations, media journalism, among others.

This complexity underscores the relevance of peace education and points to its transcendence beyond traditional learning contexts, integrating into all aspects of community, social, and political life (Lustick, 2022). In an increasingly interconnected global environment, the need for dialogue, empathy, and collaboration becomes more evident, especially in the face of global challenges such as poverty, climate change, social inequalities, and armed conflicts (Dewilde et al., 2021; Ghosn-Chelala; Kim et al., 2021).

Thus, peace education should not be conceived as just another subject within the educational curriculum, but as a transversal approach that permeates all areas of knowledge and aspects of daily life (Arroix Jiménez et al., 2023; Dorn & Dawson, 2021). To achieve this purpose, it must be aimed at preparing individuals to actively and consciously participate in the construction of a more peaceful future (Pérez Gamboa et al., 2023; Zakham et al., 2020). In this way, it becomes an important component of the professional objective and social responsibility of multiple agents (Adjei, 2019; Corboz et al., 2019; Cromwell, 2019).

In the digital age, this challenge acquires new dimensions. Technology and digital platforms offer unprecedented opportunities for learning, communication, and collaboration on a global scale (Dorn & Dawson, 2021; Yarnall et al., 2021). However, they also present significant challenges such as misinformation, cyberbullying, online polarization, the hegemonic dominance of the media, poor or lacking legislation of digital contexts, improper use of networks, among others, which can undermine efforts to promote peace and social cohesion.

Therefore, it is essential to prioritize peace education in the digital environment, adapting its principles and methodologies to address the specific challenges of this new context. This involves not only teaching people to use technology responsibly and ethically but also leveraging the potential of digital tools to foster intercultural understanding, dialogue, and collaboration among people from different parts of the world. Especially in conflict and post-conflict territories, the proper use of these tools and environments can substantially contribute to peacebuilding and transitional justice processes.

As can be seen, prioritizing peace education in all scenarios, especially in the digital age, is imperative to ensure that present and future generations are equipped with the skills, knowledge, and values necessary to face the challenges of our time and actively contribute to building a more peaceful and sustainable world. The task is complex, as previously anticipated, requiring the commitment of all societal agents: educators, families, media, governments, and civil organizations.

Regarding this, specialized literature highlights that only through a collective and coordinated effort can the transformative power of peace education in the digital age be fully harnessed. To contribute to the field, the discussion of the findings addressed practical and theoretical implications for educators, policymakers, and researchers. For this, urgent attention areas were emphasized, and as a result, possible directions for future research are suggested. The study's conclusions aim to encourage reflection on the main contributions, address the inherent limitations of the documentary review methodology employed, and propose recommendations to address these knowledge gaps.

Materials and Methods

Approach and Methodological Design

For the development of this article, a qualitative documentary review methodology was chosen, employing a critical and integrative approach specifically focused on publications from the last five years (2018-2023). The review was conducted with the general purpose of evaluating, synthesizing, and offering new lines of theoretical development, as is typical in this type of study (Snyder, 2019).

To grasp the most current trends on the topic, the research objectives and questions guiding the study were clearly defined from the outset, as recommended in the specialized literature (Yadav, 2022). Therefore, the inquiry concentrated on identifying, analyzing, and understanding the key challenges and strategies associated with the implementation of peace education in digital contexts.

Given the hyperconnected nature of global society, the impact of COVID-19 on the culture of digital participation, community creation, and social transformation in virtual spaces, translating this premise into a research design posed a challenge. Firstly, it was necessary to establish a framework for conceptualizing the digital realm, as its often-omnipresent nature tends to obscure ancestral

practices, analog worldviews, and experiences intrinsic to physical spaces, making it difficult to understand the relationship between the digital and offline objective reality.

Secondly, the use of keywords for identifying potential sources does not always yield results that explicitly account for the implications of hypervirtuality in contemporary society. Therefore, it was essential to develop a comprehensive, inclusive, and critical protocol to ensure the rigor of the search, as well as a thorough analysis of the data and subsequent synthesis into future research lines strongly supported by emerging theory.

Sampling, Source Selection, and Criteria System for Inclusion/Exclusion

As Snyder (2019) precisely indicates, integrative reviews do not guarantee coverage of all relevant sources, unlike systematic reviews, which necessitated considering two fundamental aspects. First, the operationalization of the review to specifically address the research needs that prompted the study.

Second, achieving a protocol that would allow for adequate searching, selection, sampling, and closing of the sample without weakening methodological rigor. This led to the delineation of two well-defined phases, the first oriented towards forming the library and the second towards selecting the final sample.

In this regard, precise inclusion and exclusion criteria were established, prioritizing recent studies (2018-2023) and articles from scientific journals indexed in Scopus and the Web of Science. Additionally, texts in English and Spanish were considered, although the final sample consisted exclusively of articles in English due to the established criteria and search strategy. This strategy was executed using the Google Scholar search engine, the "My Library" tool for initial storage, the use of keywords, and the application of filters to limit

publishers (or databases). This strategy has been successfully employed by the author's laboratory and facilitates a more efficient screening of sources since the results comply with the highest standards. As a final measure, the appearance of the journal in the ScimagoJR database was reviewed.
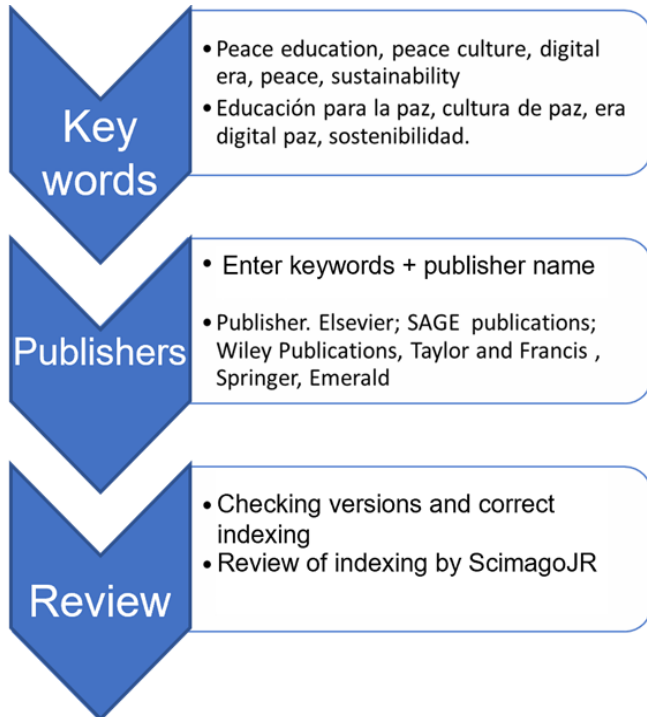

Figure 1. Workflow of Phase 1 of the search.

Regarding the exclusion criteria, in this first phase, manuscripts not based on empirical or documentary evidence, those not directly addressing the topic of interest according to the defined questions, or those that were summaries of broader research were eliminated. Additionally, after organizing the literature in the "My Library" tool, a second check was performed, and texts published as book chapters were removed.

In the second phase, the identified texts (N=120) underwent an operationalized screening process by reviewing abstracts, entering keywords into the browser's search function to ensure their presence, and their potential contribution to meeting the research objectives. This screening process facilitated the elimination of texts that contained some keywords but did not directly contribute to

the preconceived discussion (questions, objectives, phenomenon under study, methodological proposal, main findings, and assessments (n=54).

After eliminating these articles, the remaining ones were entered into an ATLAS.ti library, allowing for the thematic analysis that followed. Due to the sample size (n=66), a maximum variation strategy and the implementation of theoretical saturation criteria were necessary. This favored achieving the broadest and most comprehensive approach possible without neglecting the relevance of the sources and considering the constant review of the remaining texts in the database (nfinal=21).
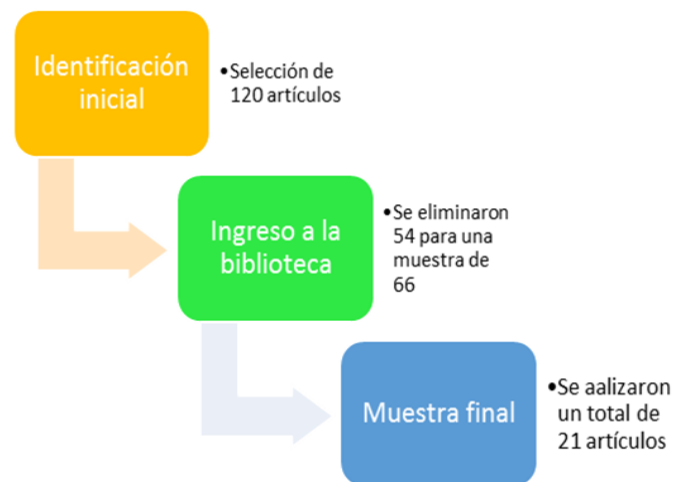

Figure 2. Workflow of Phase 2 of the search.

Analysis and Representation of Data

To this end, a content analysis protocol was developed based on the procedures of grounded theory, thorough review of the corpus, and constant comparison (Pérez Gamboa et al., 2021). This favored the final design of the sample, the establishment of a unique codebook through open and axial coding, the development of categories and themes, as well as their graphical representation.

Through this strategy, common themes, emerging trends, persistent challenges, and proposed solutions in the field of peace education in the digital age were identified. This synthesis of results was articulated in a cohesive and fluid narrative, aimed

at highlighting the main effective strategies and emphasizing the challenges identified in the recent literature, especially those of epistemological, theoretical, and practical nature.

Results and Discussion

Initial Descriptive Analysis

The analysis conducted allowed for a better understanding of the main lines to consider, as well as the emergence of theoretical assumptions that need to be addressed through empirical studies, especially with a mixed design and emphasis on the uniqueness of contexts. Regarding this last statement, it should be noted that multi-scale studies should not be abandoned, whether these levels are addressed through triangulation, data verification, or, as done specifically in this study, through targeted analysis of relevant sources in the literature.

Following these considerations and prior to presenting the main findings of the thematic analysis, a general description of the synthesized elements is necessary. Firstly, a marked trend was observed regarding the questioning of the theoretical and epistemological conceptions underpinning the concepts of peace, peacebuilding, and peace education. Additionally, studies focusing on global issues predominated, suggesting the unstable state of the field and the contradictory disciplinary contributions it receives. Both results were extensively contrasted in the base library, incorporating the need for advanced and multi-context empirical studies.

At the micro and meso levels, studies focused on the consequences of the culture of violence; the impact of conflicts; the dangers of insufficient oversight of digital spaces; hegemonic power relations over information; initiatives articulated for innovation and peace education; among other aspects related to psychosocial risks, inequalities, and the future. These lines highlight a cardinal idea that permeated the entire analysis: peace education

is not a transfer process, as will be seen below, but a constructive, participatory, and emancipatory one, where the digital aspect is a central axis even when not mentioned explicitly.

Another fundamental aspect that emerged from the synthesis was the importance of achieving a preventive and developmental approach, as a marked trend to explore contexts in conflict and post-conflict phases, affected by high levels of violence or in transitional justice processes, was noted. While accompaniment and direct intervention in these scenarios are crucial, it is vital to go beyond remedial strategies and prioritize prevention during times of peace, seeking to establish and preserve peace as a conceptual element of development and exploring future lines from the perspectives of individuals and their social networks.

Due to the semantic importance of codes for a better understanding of textual corpora, the same was employed, based on the frequency of occurrence, to generate a word cloud that facilitated data representation and guided the analysis and identification of themes. This exercise provided a different approach to the data and facilitated theoretical saturation (see figure 3).

Table I. **Analysis of the corpus of sources.**

	Study	Phenomenon under study	Methodological proposal and context	Main findings and assessments made
1	(Richmond, 2020)	Challenges of Peacebuilding in the Digital Age: Implications of Digital Peacebuilding in International Relations	Thematic Literature Review. Global Context.	Lines for the postcolonial construction of peace in digital contexts, the struggle for rights, and emancipation. Conceptualization of "new" forms of conflicts in virtual scenarios, implications for digital governance. Ontological analysis of peace, war, and postmodern conflict in digitality.
2	Gichuhi	Attention to Children's Rights in Digital Contexts: The impact of digital social networks, ICT, and children's rights. The relationship between data, content, children's information literacy, and human rights.	Thematic Literature Review. Botswana.	Examination of children's exposure to crimes in digital spaces. Digital control mechanisms at the family, school, governmental, and social levels. Child protection against data leaks, online abuse, or other forms of mistreatment related to data privacy and online personal identity.
3	(Themistocleous, 2021)	Social Movements and the Spatial Construction of Peace through Resistance: Media resistance for peaceful resistance against the hegemonic control of the media.	Qualitative Methodology: Ethnographic design for digital site analysis, combined with in-depth interview with an activist. Discourse analysis. Cyprus.	Importance of informed digital activism in the context of peacebuilding. Examination of digital practices in conflict contexts and their impact on peace processes. Digital transformation, cultural implications, and intersection with traditional practices. Relevance of unity between digital and physical realms to counter fake news, visualize the peace process, and give voice to counter-hegemonic social agents.
4	(Zembylas & Loukaidis, 2021)	Affective Practices of Teachers in Peace Education in Conflict-Affected Contexts	Qualitative Methodology: Design based on observation, interviews, focus groups, and media analysis. Cyprus.	Importance of recognizing affective practices as an important dimension of teaching performance in peace education programs. Recognition of the pedagogical potential of affective dilemmas generated by conflict in peace education programs.
5	(Hughes, 2020)	Relationship Between Education and Symbolic, Physical, Structural, Racial, and Digital Violence	Thematic and Critical Analysis of the Literature. Global Context.	Examination of educational designs that generate violence, indoctrination, hatred, or favor the proliferation of violent behaviors. Analysis of inclusive and postcolonial pedagogy in peace education, not only in conflict or post-conflict territories, but in the construction of a peaceful society.
6	(Van Dijk et al., 2020)	Curriculum Design for Peace Education Programs: Constructing resistance processes from within communities with high levels of violence.	Qualitative Methodology: Ethnographic design. Data collection through recordings and notes. Emphasis on interviews with preschool staff. Brazil, Salvador de Bahia.	Importance of designing peace education programs from the perspective of affected communities, not in a decontextualized manner. Need to transform the culture of violence in communities with low literacy rates, as well as the possibilities of ICT to promote positive models of society and behavior.
7	(Wodajo, 2022)	Study of Structurally and Digitally Mediated Violence and Injustice	Analysis of Judicial and Non-Judicial Cases: Application of a system of inclusion/exclusion criteria. Inductive categorization with a priori codes. Global.	Digital spaces as ecosystems that promote structural violence and the violation of associated human rights. Analysis of how human rights violations occur within the digital mainstream, and how they induce violent behaviors. Privacy violation, strengthening of the digital divide as a mechanism of domination, among other phenomena that account for marginalization in digital contexts.
8	(Ghosn-Chelala, 2019)	Digital Citizenship, Community Building, and Participation: The role of digital citizenship in social development. Sustainability of digital citizenship in conflict and post-conflict contexts.	Quantitative Methodology Based on Survey: Sample intentionally selected due to external factors. n=156 (grades 6-9). n=184 (grades 10-12). Lebanon.	Conflicts in socioeconomically, politically, and educationally affected contexts compromise the development of sustainable digital citizenship. Dominance of internet use for learning, entertainment, and socialization activities. Need to promote a digital axiology that reflects the construction of a peaceful, just, and sustainable society. Relevance of curricular transformation to promote sustainable digital citizenship, teacher and administrator preparation. Need for support for digital participation in conflict contexts.
9	(Cromwell, 2019)	Impact of Peace Education Programs on Peacebuilding and Transitional Justice Processes: Community transformation through the implementation of youth projects.	Qualitative Methodology: Interpretive approach and design based on participant observation, in-depth interviews, and focus groups. n=59. Pakistan.	Modeling peace processes from the perspective of learning constructed by young people in programs. Impact of programs at the micro and meso levels, suggesting the importance of digitization to achieve macro reach. Digital citizenship could act as a vehicle to build bridges, humanize opponents, and promote peace processes in territories with long-standing conflicts.

10	(Katz, 2020)	Peace as a Communicative Concept and the Importance of Digital Culture in its Promotion: Peace as a conceptual problem.	Source Analysis: Analysis of digital platforms. Analysis of interactions. Global.	The need to promote peace as an ontological component. The definition of peace as an epistemology and a system of practices. Interaction as the basis for peaceful participation and the integration of opposing positions in spatialities, philosophies, and temporalities.
11	(Kester, 2023)	Relationship Between Peace Education and Global Citizenship Education: The relationship between Western perspectives and those of developing countries on peace and its education.	Critical and Thematic Literature Review. Global.	Need to build global citizenship from indigenous perspectives, not from Western positions. Peacebuilding is ideally an intercultural, inclusive process that respects differences. Dialogue is the essential vehicle for peace education.
12	(Richmond & Tellidis, 2020)	Transition from Analog to Digital in Peacebuilding	Critical and Thematic Literature Review. Global.	Impact of digital international relations on the study and transformation of variables such as sovereignty; the local-territorial; human rights; and social changes at micro, meso, and macro scales. Importance of ICT in strengthening peace education processes, peacebuilding, and recovery in conflict territories.
13	(Pineda et al., 2019)	Evolution of Peace Education	Bibliometric Analysis in Scopus Database: Thematic analysis of selected texts to identify narratives associated with peace education. Global.	Peace education as an evolving academic field since the 1970s. Examination of pedagogical proposals and the dispersion of peace education. Contradictions, incoherence, and the relevance of a solid conceptualization of peace education.
14	(Rubin & Cervinkova, 2020)	Historical Memory, Divergence with State-Sanctioned Narratives and Histories: Schools as transitional settings in post-conflict territories.	Qualitative Methodology: Ethnographic design in two contexts.	Importance of the relationship between autonomous peace education and commitment to truth, citizenship construction, and preservation of historical memory. Need to accompany identity development to address the effects of globalization, hegemonic dominance over information, and cultural heritage preservation. The concealment of truth about the history of conflict as a flaw in peace education curricula and the imposition of Western values of democracy and multiculturalism.
15	(Jordan et al., 2021)	Technological Integration for Generating Solutions in Various Areas	Case Study on the Main Proposals of a Convention on Peace Engineering (University of New Mexico). Global.	Examination of challenges and areas of development in peace education, sustainable development, and contributions of research and innovation. Importance of curricular transformation, integration of university processes, and funding of R&D projects in generating comprehensive solutions.
16	(Wählisch, 2020)	Importance of ICT and Data Highways in Building Sustainable Peace	Critical and Thematic Literature Review: Self-referential analysis. Global.	Need to continue exploring the use of technologies in peacebuilding and preservation. Importance of big data and digital technologies for better understanding of conflicts, opinions and intentions, migrations, psychosocial and health risks, among others. Weaknesses related to the inability to capture micro-trends, represent emerging contexts, and facilitate immediate responses.
17	(Svensson et al., 2020)	Role of Charitable Nonprofits in Innovation: Representing the experiences of leaders of these organizations.	Mixed Study Predominantly Qualitative: Open interviews, focus groups, and triangulation of results. Global.	Allowing experimentation of new alternatives for social transformation based on the needs and conditions of local contexts. Promoting alliances generation, collective decision-making, but requiring better conceptualization, understanding of cultural barriers, and alignment of interests.
18	(Obiagu et al., 2020)	Presence of Misconceptions, Conceptual Problems, and Knowledge Transfer in Peace Education: Effects of social phenomena on the outcomes of peace education.	Quasi-Experimental Study: n=159 students. Four schools, two rural and two urban. Nigeria.	The culture of violence as the foundation of multi-scale social conflicts. Importance of developing critical thinking for better understanding of the variable systems addressed in peace education curriculum. Need to examine historical divergences, inequalities, and the role of the digital divide in perpetuating the culture of violence.
19	(Burnyeat, 2020)	State-Society Relationship as Content in Peace Education and Transitional Justice Processes and Curriculum Design.	Qualitative Methodology: Ethnographic design. Colombia.	Influence of social imaginaries on the outcomes of peace education, especially in post-conflict contexts where rejection of state structures prevails. Differences between peace education, peace pedagogy, and the political use of curricular programs for state objectives. Need to promote citizen participation, shared responsibility, and joint decision-making to address historical conflicts.

| 20 | (Barragán-Fonseca et al., 2020) | Importance of Peace for Achieving Sustainable Development Goals | Critical and Thematic Literature Review. Colombia. | Link between circular economy, food security, and community development in peace contexts. Learning strategies based on productive processes for peace consolidation in post-conflict contexts. Impact of the digital divide on daily life, the historical transmission of a culture of violence and conflict for problem solving. Need for technological integration and peacebuilding as a vehicle. |
| 21 | (Barrera et al., 2022) | Peacebuilding as a Geographical Phenomenon Full of Tensions, Ruptures, and Disagreements | Mixed Methodology. | Unequal geographical development as a disruptive factor in peace processes and peace education programs. The digital divide as an expression of hegemonic domination and a tool to invisibilize the diversity of multicultural territories. Peacebuilding as a process inherently linked to socioeconomic development and sustainability. |

Access and Digital Gap

Overcoming the digital divide emerges as one of the most significant challenges for the effective implementation of peace education in the current global context. The digital era, with its wide range of tools and platforms, offers unprecedented opportunities to foster dialogue, understanding, and conflict resolution through virtual means.

However, the reality is that the disparity in access to adequate technologies and the internet remains a considerable barrier for numerous communities in different parts of the world. This challenge is not limited solely to the availability of electronic devices or high-speed internet connections; it also encompasses the need to develop digital skills that enable individuals of all ages to effectively leverage these tools for learning and active participation in peace initiatives (López González, 2023).

The lack of technological skills becomes an additional obstacle that deepens the existing divide, especially in regions where access to formal education is already limited. To address these inequalities, it is imperative to adopt a multifaceted approach involving collaboration among governments, non-governmental organizations, the private sector, and local communities (Mora Pontiluis et al., 2023; Pérez Gamboa et al., 2023). This could include the implementation of digital skills training programs tailored to different contexts and needs, investment in technological infrastructure in disadvantaged areas, as well as the necessary development of inclusive and accessible digital educational content that promotes peace, non-violence, and sustainability.

Furthermore, it is crucial to ensure that these resources and training are not only accessible but also relevant and culturally sensitive to foster greater inclusion and participation. This involves recognizing and valuing the diversity of experiences and perspectives that individuals bring to peace learning, as well as adapting educational resources to reflect this diversity and promote self-development (Borges Machín & González Bravo, 2022).

The consulted sources highlight the impact of social networks, virtual communities, and other digitally-enabled organizations on local development, as well as the visibility of struggles, disparities, and the cultural diversity intrinsic to peace education processes. As evidenced, this virtual support favors the visualization of myths, the appreciation of differences, and the confrontation of historical manipulation, among other phenomena that undermine the efforts made by different projects that go beyond the introduction of a peace curriculum. The latter, as shown in the literature, is essential because they are subject to state or power center manipulation (Sen, 2019).

Therefore, it can be affirmed that overcoming the digital divide in the context of peace education also requires a commitment to equity and social justice, ensuring that technological advances benefit everyone equally and not just a privileged fraction of society. By focusing on these aspects, it is possible

to create a solid foundation for peace education that is truly inclusive and capable of harnessing the potential of digital technologies to build more peaceful and just societies.

Media Literacy, Digital Literacy, and Countering Hegemony

In the current digital ecosystem, characterized by a constant and often overwhelming flow of information, digital and media literacy emerges as an indispensable cornerstone for peace education. The ability to navigate critically through this vast information landscape, distinguish between true information and fallacies, and contribute meaningfully to online discussions not only appears as valuable skills but as an urgent necessity for citizens of all ages, especially if aspiring to global citizenship.

As the sources suggest, more than mere proficiency in using digital tools, digital and media literacy involves developing a deep understanding of how media operate, how messages are created, and how these can influence people's perceptions and behaviors. This includes a critical understanding of the attention economy in which digital platforms operate, which are designed to capture and retain users' attention often through polarizing or sensationalist content, a strategy used for multiple purposes (Alt et al., 2023).

Media and digital education in the context of peace extend to teaching how to create and share digital content responsibly, promoting values of respect, empathy, and mutual understanding. Educators are challenged to equip students with the necessary skills to be conscious creators of digital content, who use online platforms to foster tolerance, intercultural dialogue, and peaceful conflict resolution. The consulted experiences showed the importance of these digital competencies in multiple contexts, but especially in conflict territories or transitional justice processes (Ripoll Rivaldo, 2023).

Therefore, digital and media literacy in peace education should include the development of competencies to engage in digital spaces ethically and constructively, recognize and respect the diversity of opinions and experiences. This involves fostering a digital communication culture that prioritizes active listening, critical questioning, and participation in online conversations with an open and reflective mindset.

To effectively implement these principles, it is crucial to integrate media and digital education transversally into educational curricula, offering students multiple opportunities to practice these skills in real and safe contexts. Collaboration among educators, parents, and media professionals, as well as the inclusion of diverse and representative voices in the development of educational materials, are fundamental steps to ensure that digital and media literacy contributes effectively to the construction of a culture of peace in the digital age (Duckworth et al., 2019; McLaughlin, 2022).

This holistic approach to media and digital education not only prepares individuals to face the challenges of misinformation and online polarization but also empowers them to use digital tools as means to build shared understandings and promote peace globally. However, it presents significant challenges related to the preparation of educators themselves, the digital divide, individuals' and communities' prior knowledge and social capital, articulation with other sustainable development initiatives, among others.

Online Crime and Protection of Human Rights

As evidenced, the proliferation of cyberbullying and other forms of online violence constitutes one of the most pressing challenges in the field of peace education in our times. Digital environments, despite their potential to connect and educate, often become scenes of harassment, discrimination, and hostilities, reflecting and amplifying tensions and conflicts from the physical world. This issue highlights the urgent need to implement educational strategies centered on

empathy, mutual respect, and constructive conflict resolution.

Addressing this challenge requires going beyond the mere promotion of ethical behavior online. It is essential to equip children, teenagers, and adults with a practical set of tools and emotional skills to identify, counteract, and prevent cyberbullying and digital violence (González García et al., 2023). This includes fostering a deep understanding of the real consequences of online harassment, both for victims and perpetrators, and developing mechanisms for emotional resilience and peer support.

Peace education in the digital age must also address the construction of online communities that are genuinely inclusive and provide support to their members, promoting safe spaces where tolerance and diversity prevail. This involves actively working on creating clear norms and policies against harassment on all digital platforms, ensuring that accessible and effective processes exist for reporting and managing incidents of online violence.

Promoting a culture of peace in cyberspace also means teaching and practicing peaceful conflict resolution in digital environments, equipping users with assertive communication and negotiation strategies, and fostering dialogue and mutual understanding instead of confrontation. Training in critical thinking and digital empathy are key components to understanding others' perspectives and reducing biases and misunderstandings that often lead to conflicts online.

Moreover, it is crucial to involve all stakeholders, including educators, parents, online service providers, and policymakers, in a coordinated effort to create a safer digital environment. This may include the development of comprehensive educational programs that address cyberbullying from multiple angles, the implementation of technologies and algorithms to detect and mitigate online harassment, and the creation of public policies

that promote responsibility and ethics in the use of digital technologies.

Additionally, the data pointed to the need for a better understanding of other processes of violence that have often been overlooked, either due to their complexity, geographical dispersion, or other factors. Particularly notable are the hegemonic use of news media to alter perception and shape opinions, structural violence, human rights violations, and the online proliferation of phenomena such as racial discrimination, misinformation, the forced implementation of globalizing and colonialist Western models, among others.

Conclusions

The study conducted allowed for a deeper understanding of the complexity of peace education as a field that receives multiple disciplinary contributions, without a clearly defined direction as the issues it faces are broad and intricate. The main strategies reviewed reveal a marked age-centric pattern, as they tend to focus on children, adolescents, and youth. Similarly, there is a polarization of phenomena concerning gender, which obscures the complex social dynamics behind these phenomena and their transposition into digital environments.

This situation becomes both an investment strategy in the future and a challenge, as it contradicts the studied needs by not including a lifelong education approach or promoting the inclusion of peace education programs in communities and contexts where decision-making remains fundamentally adult-driven and reproductive of a culture of violence. Consequently, it is necessary to foster integrative studies that do not limit reality to cold compartments but rather promote a clearer representation of the production and reproduction of the studied phenomena.

Moreover, there was a perceived need for a better examination of curricula, as the traditional transfer approach does not seem to be the most

suitable for building a culture of peace and promoting sustainability as an important element of peace education. As observed in the sources, overcoming this challenge is necessary because, although an increasing number of countries include this subject, there are doubts about its real impact on social transformation.

Finally, the study leads to the conclusion that a contextualized reconceptualization of peace education is essential, one that encompasses the most pressing challenges of humanity but from the perspective of its protagonists. Likewise, the employed strategies should focus on knowledge production, the sustainability of practices, the promotion of intra and intergenerational experiences, where the digital converges as a tool, space, and motive.

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