

Dignity and Peace Education

„The world will live in peace, only when the individuals composing it make up their minds to do so“ (Mahatma Ghandi)

This guiding principle from the UNESCO Constitution (1946) applies as a mandate for all work in the field of peace education.

It contains the hope of establishing a global culture of peace through peace education and thus contributing to sustainable global development.

From my point of view the concept of dignity for all living beings highlights the idea that every form of life should be treated with respect and compassion.

Dignity towards all living beings strengthens a sense of respect and empathy in us and – as a holistic approach - emphasizes the interconnectedness of all life.

It advocates f.e. the respectful treatment of animals and our environment.

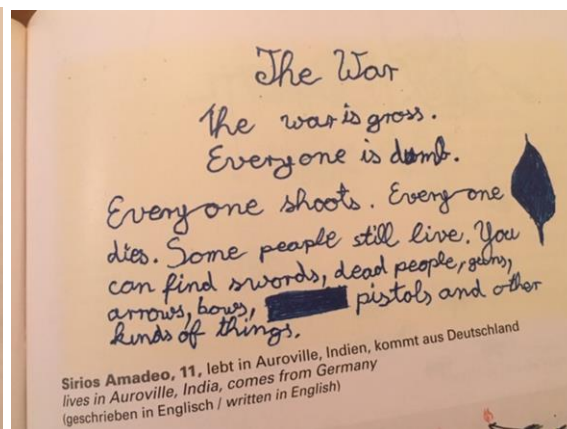
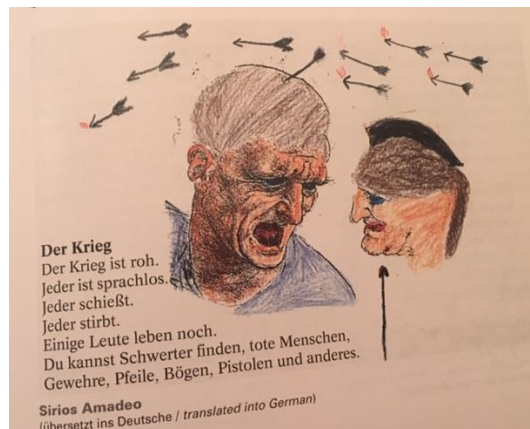
Fostering a culture of dignity can gradually strengthen communities and help to create a foundation for peace by promoting respect and understanding for each other. Working with the arts in the context of peace education can provide a variety of opportunities for intra- and interpersonal changes in perspective. The arts allow for a playful approach to diversity, from which new experiences and insights can be drawn. Here, there are many opportunities - especially between people from different cultures - for a dialogic exchange characterized by respect and tolerance.

Gabriele Rabkin completed her PHD (Dr. phil.) at the University of Hamburg in 1998 on the topic of Schreibenregungen in Theorie und Praxis under supervision of Prof. Dr. Gottfried Hausmann (1906 – 1994), later Prof. Gunter Otto/Prof. Dr. Mechthild Dehn.

1992 – 1998 she was coordinator of the Hamburg part of the project

“Creativity, Culture and Basic Education - Non-conventional Ways to Writing

and Culture” (Ministry of education, Hamburg and UNESCO-Institute for Education). One of the most important publications within this project was the intercultural reading book “**Children’s Fantasies from around the World**” (1998).



Children of more than twenty countries wrote their own stories based on works of art f. e. Pablo Picasso and Paul Klee, sketches by Leonardo da Vinci, woodcuts by Katsushika Hokusai, African sculptures.

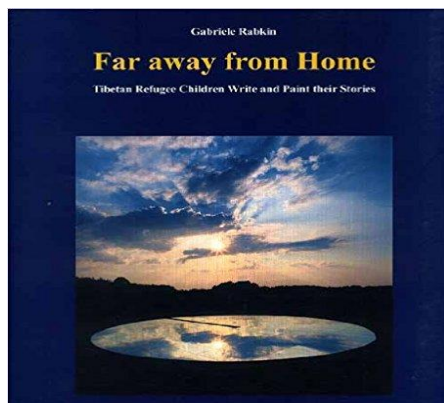
It was particularly important that the selection of artworks represented art from all over the world.



Reference was made to the holistic and gestalt psychology of the Leipzig School. Using this theoretical basis teachers, private individuals and many other supporters collected pictures and stories of more than 3000 children.

Since 2006 the collection **“Fantasies of Children from All Over the World”** created from this fund is available to the **“Archive for Children's Texts”** at the University of Halle for research purposes since 2006.

2006: Far away from Home – Tibetan Refugee Children write and paint their Stories



While the aim of collecting fantasy stories from all over the world was to take into account the broadest possible spectrum of cultures, religions and languages, this project focuses on children from Tibetan families who left their country and now live as refugees scattered in different parts of the world (f. e. in India, Nepal, Switzerland and Germany). The individual fates of Tibetan

children are presented through their creative works (painting and writing stories).

Family Literacy (FLY) in Hamburg

Gabriele Rabkin was a pivotal figure in the development and implementation of the Family Literacy (FLY) project in Hamburg, Germany. She worked at the State Institute for Teacher Training and School Development (Landesinstitut für Lehrerbildung und Schulentwicklung) in Hamburg, where she led the Family Literacy project until February 2017. The Family Literacy (FLY) project in Hamburg was initiated in the 2004/2005 school year as the first German pilot project focused on family literacy. It was part of a five-year model program called 'Promotion of Children and Youth with Migration Background - FÖRMIG, which was funded by the Federal and State Commission for Educational Planning and Research Promotion (BLK). The project was a collaborative effort between the UNESCO Institute for Lifelong Learning (UIL) and the State Institute for Teacher Training and School Development (LI) in Hamburg. FLY aimed to enhance language learning and literacy among children while also empowering parents to support their children's educational journey. The project focused on the critical transition period between preschool and primary school, actively involving parents in their children's early literacy education. It has three main components: active participation of parents in the classroom, parent work parallel to classroom instruction, and joint extracurricular activities. The Family Literacy concept wants to open schools and is an intergenerational and integrative approach for children, parents, grandparents...and their communities.

Example:**16 mini books – Mothers, fathers, grandparents writing Stories for their Kids**

From the pool of stories and photos provided by parents and grandparents, a multilingual mini-book series was created. A total of 16 multilingual mini-books covering 23 languages and 18 countries.



Evaluation results demonstrated that the project successfully helped parents support their children's language development at home, provided valuable information about the education system, and facilitated greater involvement of parents in kindergartens, preschools, and schools.

Gabriele Rabkin's leadership and innovative approach to family literacy in Hamburg have been widely recognized for their positive impact on children's language and literacy development, as well as on parental involvement in education.

In 2010 the project „FLY in Hamburg“ received the International Literacy Prize (granted by UNESCO, Paris). It was for the first time that Germany received this high international award.

Since 2018, Gabriele Rabkin is associated with the Center for Peace Education and Peacebuilding at the University of Hamburg. Her work in this field explores the potential for intra- and interpersonal perspectives and reflections through artistic engagement within the framework of peace education.

Since 2003 she has been the first chairwoman of the Gustav Prietsch Foundation, Hamburg. She conducts research into the legacy of her grandfather, the expressionist painter Victor Tuxhorn.

Monographs (selection)

- *Anregungen zum freien Schreiben und Gestalten. Band I: Der Engel fliegt zu einem Kind... Anregungen aus der bildenden Kunst.* Stuttgart 1995, [ISBN 3-12-554680-X](#).
- *Schreibanregungen in Theorie und Praxis.* Hamburg 1998, [ISBN 3-8258-3870-6](#).
- *Anregungen zum freien Schreiben und Gestalten. Band II: Die schöne Hexe. Anregungen aus der Ganzheits- und Gestaltpsychologie.* Stuttgart 2000, [ISBN 3-12-554681-8](#).
- *Far away from Home. Tibetan Refugee Children Write and Paint their Stories.* New Delhi 2006, [ISBN 81-86230-52-1](#).

Issues (selection)

- mit H. Arntzen u. a.: *Fantasien von Kindern aus aller Welt.* Hamburg/Stuttgart 1998, [ISBN 3-12-554723-7](#).
- mit M. Elfert: *Gemeinsam in der Sprache baden: Family Literacy.* Stuttgart 2007, [ISBN 978-3-12-555111-4](#).
- *2004 – 2014 Learning to FLY – Familienorientierte Bildung im Raum Schule, Family-oriented literacy education in schools.* Hamburg 2014, [ISBN 978-3-00-045161-4](#).