PEACE EDUCATION AND ITS BASIC ELEMENTS FOR TEACHER EDUCATORS

Anjali Monga, Ph. D.

Associate Professor, Guru Kashi University Talwandi, Sabo Bhathinda

Abstract

Peace is a state of harmony characterized by lack of violent conflict commonly understood as the absence of hostility. Peace is pathway to progress without fear and confusion; therefore one can say that education and peace are linked to one another. They supplement each other as both contribute to development and welfare of each and every human being. Peace education programme centered on democracy, human rights and conflict resolution training. Discovery Channel Global Education Partnership applies a unique and sustainable approach for bringing information to underserved communities: through Learning Centers. The end of World War-I (1914–1918) brought powerful support for the need for international cooperation and understanding and helped instill a desire to include these ideas in educational systems.

Key Words: Peace Education, Awareness, Orientation Programme.

Introduction

The world has witnessed dramatic changes in the 20th Century. Humanity is facing a terrible challenge of its own existence. At the turn of the 21st Century, the world was immediately gripped by the conflicts, violence and war on Terrorism. In reflection, the 20th Century was a period marked by tremendous technological and economic progress — but it was also the most violent century in human history.

As we know that the world has been transformed into a global village. Globalization is having a major impact not only on the business world but also on the whole humanity. Global recession, Global warming, climate change, poverty, conflict and violence are the main challenges that have dominated the first decade of the 21st century.

We are now living in a violent social order that prevails in the social tension, conflicts, wars and division of humanity due to the racism, fundamentalism, Casteism, sexism religion and ethnic challenges. *Subhash Chandra, (2016) Meaning and Concept of Peace Education*

"There is no way to peace. Peace is the way." This is the perception of peace by Mahatma Gandhi represents a pragmatic understanding of peace. Peace starts Research were violence ends and cooperation begins

Peace is a state of harmony characterized by lack of violent conflict commonly understood as the absence of hostility.

Evidently education is the base for the all-round development of man. It is the means of development of his personality moreover it is the process that helps make one's life purposeful. All that may be required for the purpose are also in Research rent in this process. Similarly peace, despite a state free from disputes, conflict and war is also an active and dynamic state in which there is a call to go forward.

Peace is pathway to progress without fear and confusion; therefore one can say that education and peace are linked to one another. They supplement each other as both contribute to development and welfare of each and every human being.

Peace education programme centered on raising awareness of human rights typically focuses at the use of policies that humanity ought to adopt in order to move closer to a peaceful global community.

Peace education programme centered on conflict resolution typically focuses on social behavioral symptoms of conflict, training individual to resolve interpersonal disputes through techniques of negotiation and meditation .Learning to manage anger "fight fear" and improve communication through skills such as listening turn taking identifying needs and separating facts from emotions constitute the main element of these programme.

Peace education programme centered on democracy, human rights and conflict resolution training.

Peace education may be defined as the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

Origin of Peace Education Concept

From the very beginnings the concept of peace has changed throughout history, and simultaneously the role and importance in the educational system from the very beginnings of the institutionalized socialization of children is also changed. While taking in to the consideration that the evolution of peace education, however, there have been a few important points in history that defined its aims and actions. The end of World War-I (1914–1918) brought powerful support for the need for international cooperation and

understanding and helped instill a desire to include these ideas in educational systems. The League of Nations and a number of nongovernmental organizations worked together on these ideas, especially through the International Institute of Intellectual Cooperation, an organization that was the predecessor of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

World War II (1939–1945) ended with millions of victims and the frightening use of atomic weapons against Japan, at Hiroshima and Nagasaki. In 1946 UNESCO was founded as an umbrella institution of the United Nations, and it was charged with planning, developing, and implementing general changes in education according to the international politics of peace and security. The statute of this organization reinforced the principle of the role of education in the development of peace, and a framework was created for including and applying the principles of peace in the general world education systems. The cold war division of the world after World War II and the strategy of the balance of fear between the so-called West and East blocs redirected the peace efforts. The peace movement began concentrating on stopping the threat of nuclear war, halting the arms race, and encouraging disarmament. Somewhat parallel to this, the issues of environmental protection and development found their place in peace education programs. The contemporary sociopolitical environment (particularly the events in Eastern Europe since the early 1990s, the fear of terrorism, and the increasing gap between developed and undeveloped countries) has created new challenges for the understanding of peace and for the development of the underlying principles of responsibility and security. Hence the concept of concept of Peace Education begins.

Components of Peace Education

Discovery Learning

The Partnership began in 1997 as a corporate initiative of Discovery Communications, in line with its mission to help people explore their world and satisfy their curiosity. The Partnership extends these opportunities to people living in underserved areas who would otherwise have little access to educational resources.

Discovery Channel Global Education Partnership applies a unique and sustainable approach for bringing information to underserved communities: through Learning Centers. Learning Centers are locally-managed, television-based media hubs, located primarily in existing schools and equipped to meet the area's educational needs. Over a three-year period,

the Partnership works closely with a community to develop a Center and ensure its on-going impact and success.

Environmental Education

Peace education can be defined as: education that actualizes children's potentialities in helping them learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and with nature. This definition rests on the following principles: 1. The cardinal prerequisite for world peace is the unity of humankind. 2. World order can be founded only on the consciousness of the oneness of humankind. The oneness of humankind has at least three major aspects: [first] All human beings belong to the same species and all humans are related, at least as close as 50th cousins, [second] A common spiritual capacity, [third] A common home—planet earth." Since Hudson was writing with children aged three or four to around twelve in minds, we can simply add that peace education applies as well to adolescents and adults.

Development of Education

Development education (DE) and peace education are educational approaches whose aims, content and strategies are defined according to peace and development agendas, and in which a number of different actors from civil society, international organizations and the current international context take part. It is important to keep in mind the enormous transformations that have occurred within the international system and to identify the principle problems acting as obstacles to the attainment of peace and development. It is also necessary to define the role of education in this context (its limitations and potential) along with its role vis-à-vis other actors at local, national and international levels.

International Education

The United Nations (UN) is an international organization whose stated aims are to facilitate cooperation in international law, international security, economic development, social progress, human rights, and achieving world peace. The UN was founded in 1945 after World War II to replace the League of Nations, to stop wars between countries, and to provide a platform for dialogue.

Conflict Resolution Training

Peace education programs centered on conflict resolution typically focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. Learning to manage anger, "fight fair" and improve communication through skills such as listening, turn-taking, identifying

needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises   of beliefs, attitudes, and behaviors…from negative to positive attitudes toward conflict as a basis for preventing violence". "Conflict is very natural and normal, but you can't go through your entire life beating everybody up—you have to learn different ways to resolve conflict"

Root Causes of Conflict

1. Conflicts arise when people are competing for the same resources (such as territory, jobs and income, housing) when they aren't fairly distributed or when there aren't enough to go round.

2. Conflicts arise when the people are unhappy with how they are governed. The most common conflicts occur when a particular group wants to be independent from a central government, or when their viewpoint isn't represented in the government, or when the government oppresses them and doesn't respect or meet their basic needs.

3. Conflicts arise when people's beliefs clash. Religious and political views are particularly sensitive, because people often depend on these for a sense of identity and belonging.

Human Rights

Peace education programs centered on raising awareness of human rights typically focus at the level of policies that humanity ought to adopt in order to move closer to a peaceful global community. The aim is to engender a commitment among participants to a vision of structural peace in which all individual members of the human race can exercise their personal freedoms and be legally protected from violence, oppression and indignity Approaches of this type familiarize participants with the international covenants and declarations of the United Nations system; train students to recognize violations of the Universal Declaration of Human Rights; and promote tolerance, solidarity, autonomy and self-affirmation at the individual and collective levels. Human rights education "faces continual elaboration, a significant theory-practice gap and frequent challenge as to its validity"

To prevent these outcomes, many such programs are now being combined with aspects of conflict resolution and democracy education schools of thought, along with training in non-violent action.

Need of Peace Education

Peace education interventions in schools will definitely improve the attitudes and cooperation among pupils, and decreased violence and dropout rates. However, mainstreaming peace education is not straightforward. The space for peace education needs to be found within existing systems, where complementary work can be undertaken.

1. Advancing peace education within a formal school context requires a multifaceted approach and process. There is no one-size-fits-all solution, but there are some key principles and approaches that are necessary:

2. promoting healthy relationships and a peaceful school culture;

3. addressing structural and cultural violence within schools;

4. taking account of the way education is delivered in the classroom;

5. connecting peace education approaches focused on the individual as well as wider socio-political outcomes; connecting peace education within schools to wider community practices and non-formal actors, such as nongovernmental organizations and civil society organizations; and where possible having education policies and legislation that support peace education to achieve full integration into formal school settings.

If we see today curriculum structure within the formal school programme, focusing on the first eight years of schooling, is designed to respond to the psychological and ethical development of the child. It is activity-centered and participatory, based on games and activities and the resulting discussions.

Peace Education should be allocated one lesson per class per week.

The need for peace education is by the fact that humanity faces challenge of unprecedented proportions, the continued development of weapons of mass destruction, conflicts between the states and ethnic groups, the spread of racism, community violence, the wide gap between the rich and poor throughout the globalised economy, massive violation of human rights and the degradation of the environment. In order to be equipped to tackle these complex and interwoven problems, the coming generation needs a radically different education in method and approach. The students need the skills to create and maintain peace. The methodology of Peace education therefore encourages (I) Critical thinking and (ii) Preparing students to act on their convictions. Hence there is no magic wand approach to peace education. It will evolve and grow only through practice. If we wants' develop the

peace education among student then we have concentrate on educational development and new trends in education

So the Researcher wants to know scientific out comings about effectiveness of peace education. It promotes skills that build positive and constructive behaviors for peace and conflict prevention and minimization.

Significance of Peace Education: In general classroom students come from different economical, social, Intellectual background. Peace education brings about feelings of equality, justice, brotherhood among each other which is in the hands of student's. In case of students: 1. It will create interest learning something new. 2. The students will get variety of experiences. 3. Learn skills to understand importance of unity. 4. Peace education increase learner's experience being a citizen of such a developed country. In case of teacher: 1. To impart proper information regarding Peace education. 2. Use different techniques and activities to make realize importance of peace.

Society: To lead peaceful harmonious and growth full Development of society. Peace education intervention will teach skills and values associated with peace education. It allows the learners to practice skills and helps them discover that benefits for them so that they psychologically "own" the skills and behaviors.

Peace Education for Teacher Educators:

Hence, it is essential to reconsider the teacher education programmes in order to equip teachers both through pre-service and in-service education to:

1. Be knowledgeable about cultures and political systems of their own as well as of others.
2. Base their perceptions of caste, class, religion, other cultures, and national groups on Constitutional values and empirical evidence, and be free from any prejudice or dogmatic belief.
3. Be aware of the societal structures of oppression and their effect on peace as well as the techniques to promote the art of living together.
4. Be trained in alternative pedagogical skills which may help in resolving conflicts, tensions, violence and aggression among students and promote peace.
5. Be committed to the profession and its ethical code of conduct.
6. Be aware of the factors that destabilise peace within the country, such as, gender disparity, prejudice, ideologies of conflict, violation of human rights,

violence, harassment and bullying in classrooms and between nations, such as, political relations with neighbouring countries; and to be vigilant against promoting inequality or discrimination through their actions.

7. Be appreciative of our composite culture and national identity from an international perspective.

8. Realise that they belong to a professional community, shouldering the serious responsibility of building the future of the nation and the world.

9. Develop warm and supportive human relationships with students and colleagues.

Teacher education programmes, therefore, need to prepare teachers as peacemakers and peace builders through pre-service and in-service programmes.

References

Best , J.W. and Khan, J.V.(2005) Research in education,Prentice Hall of India, New Delhi.,

Balvinder Kaur, " Peace Education" (New Trends & innovations) 2006,. Deep Publication, New Delhi.

Biton, Y., & Salomon, G. (2006). Peace in the Eyes of Israeli and Palestinian Youths as Function of Collective Narratives and Participation in a Peace Education Program. Journal of Peace Research, 43, (2), 167-180).

Comas-Diaz, L., Lykes, M. B., & Alarcon, R. D. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Peru, and Puerto Rico. American Psychologist. 53, 778– 792.

Dakof, G. A., & Quille, T. J. (2003). Enrolling and retaining mot Researchers of substance-exposed infants in drug abuse treatment. Journal of Consulting and Clinical Psychology, 71, 764–772.

Jausi, W. (2009). Restoring the attitudes of peace education participants through Peer- Tutoring. PhD Dissertation, University of Haifa (Hebrew).

Maoz, I. (2000). Power relations in intergroup encounters: A case study of Jewish-Arab encounters in Israel. International Journal of intercultural Relations. 24, 259-277.

Subhash Chandra, (2016) Meaning and Concept of Peace Education, Intercultural Open University (IOU), The Netherlands

Salomon, G. (2002). The nature of peace education: Not all programs are created equal. In G. Salomon& B. Nevo (Eds.), Peace education: The concept, principles and practices around the world (pp.3–14). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

UNICEF-Croatia. (1997). School based health and peace initiative: Trauma healing and peaceful problem solving programme for primary schools in Western and Eastern Slovenia Evaluation Report Zagreb Croatian Ministry of Education and Sport. UNICEF/CARE/McMaster University