

PEACE EDUCATION

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ABSTRACT

Peace education is 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. In the current scenario where there is cut throat competition and fraternity integrity is no more valued as a precious possession, the society welfare at large is at stake. Under such circumstances, it becomes quintessential for the masses to get into a drive of peace education. The upcoming generation needs to be taught the value of tolerance, patience, love for fellow beings, honesty, harmony and much more to sustain a prosperous societal culture. Peace education is more effective when it is adapted according to the social and cultural context and the needs of a society. It is enriched by that society's cultural and spiritual values along with universal human values. The paper intends to throw some light on the concept of peace education and some specific areas it should attribute to; conflict resolution training, democracy education, human rights education, worldview transformation for societal welfare Peace education would not exist unless people throughout the world believed that world peace is attainable through a multifaceted effort but starting with the education of children and youth.

Key words : Peace education, Human Rights, Human Values, Democracy Education, Social Welfare and Worldview transformation.

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Objective

This paper aims at deciphering the definitions and need for peace education and which all major areas should be covered in imparting such education.

Research type

The research is Secondary in nature and also, Descriptive. A number of secondary data sources like journals, books and internet links have been used to conduct the study.

Introduction

'Peace is possible for life at all stages and it is up to man to choose his destiny or to suffer from the horrors of war. Today mankind is at the cross-road where he has to choose with courage, determination and imagination.'

Federico Mayor

“Peace hath her victory no less than war.” A very well said quotation which states that peace is always a better alternative than a quarrel or altercation or war, if at a grand scale. One can win a battle more efficiently by adopting the peaceful means rather than the violent way. At the same time, it involves resource conservation and utilization of the same resources for some alternative for prosperity generation. History is a proof of this saying. Lives and resources have just been lost through violence and have prospered through peace.

In today's fast –paced age, where everyone is interested to move ahead the other, relativityconcept in a negative connotation has marked the society. Violence is emerging in an unprecedented manner in human society. Looking at the world today any sensible person feels disheartened and even horrified to see the kind of violent acts being committed by man against man and nature. It is sad to realize that we live in an era of unprecedented violence in the forms of terrorism, war, crimes, injustice and oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty, struggling for bare survival. There is so much disorder and confusion in the society man has built for himself.

The saddest part of the story is that this state of disorder and confusion in the society is affecting the children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetrators of violence. Therefore the need to nurture peace in the hearts of children has arisen as urgent issues to be addressed. It's a good trait

to grow as when individuals grow, the society and the economy grows. What matters is that this growth should be functional and sustainable. For this, it is very necessary for the citizens to believe in mutual efforts for the holistic growth of the nation. This further requires integration of good value system based on peace education to enhance the feeling of love and faith. It also helps in enhancing the overall poise and strengthens the individual and resulting society from within to combat any situations whatsoever.

Concept of Peace Education

As said earlier, Peace education is 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.

It can also be viewed as per James Page definition, “encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others". In short, peace education can be defined as an educational response to the problem of human violence.

Peace education is a broad field and can be difficult to define. Very simply, peace education empowers learners with the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace.

Key principles of Peace Education include:

- A learning environment where both teacher and students teach and learn from one another through equitable dialogue
- Combining academic study with practical application towards societal transformation
- Analyzing issues in a holistic way that accounts for the past, present, and future, and includes the personal, local and global levels
- Promoting values such as compassion, equality, interdependence, diversity, sustainability and nonviolence

Conflict Resolution Training

Peace education is more effective and meaningful when it is adopted according to the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values together with the universal human values. It should also be globally relevant. Peace education could be defined in many ways. Peace education programs centered on conflict resolution typically focus on the social-behavioural 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.

The orientation abilities imparting under such training should include such things as the ability to diagnose conflicts appropriately, to select resolution strategies, and to take action to inform when prejudice is displayed. Perception abilities are comprised of the manners in which people perceive reality such as empathizing in order to see how another views a situation or self-evaluating to recognize personal fears or assumptions. Influence on perception abilities of those being trained should include helping them to recognize that conflict can escalate into violence and to understand the prevalence and glamorization of violence in society. Moreover, trainees or students should be encouraged to recognize the limitations of their own perceptions and understand that selective filters affect perceptions. Emotion abilities consist of behaviors to manage anger, frustration, fear, and other emotions. They would benefit from assistance in taking responsibility for their emotions as well as accepting and validating the emotions and perceptions of others.

Democracy Education

Democracy is a state formed by the people, for the people and of the people. A state formed on this concept advocates the principles of liberty, equality and fraternity. It provides a free voice to the people at large. Hence, it creates a positive and peaceful environment for growth and advancement. Thus, while giving the reference to peace education, it is regarded as one of the

significant ingredients. Educating the masses about the concept of democracy and its relevance is highly fruitful. It harnesses brotherhood among all leading to greatest proportion of harmony in comparison to any other form of government. Peace education should talk about what a democracy is in its real term and how much importance it holds for the society. Its propagation should be one of the responsibilities of its citizens. Ways to form and sustain a democracy need also be taught.

Democratic Education is an educational ideal in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust.

Human Rights Education

Human rights education is the teaching of the history, theory, and law of human rights in schools and educational institutions, as well as outreach to the general public. Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

The various models of Human Rights education can be identified as:

1. **Values and awareness:** The Values and Awareness Model focuses on transmitting "basic knowledge of human rights issues and to foster its integration into public values" based on its philosophical-historical approach. This model is what people commonly think of when human rights are concerned with the target audience being the general public with topics including global human rights and more cultural based matters.
2. **Accountability:** The Accountability Model is associated with the legal and political approach to human rights in which the learners which the model targets are already involved via professional

roles. The model is incorporated by means of training and networking, covering topics such as court cases, codes of ethics, and how to deal with the media.

3. **Transformational:** This model of education focuses on the psychological and sociological aspects of human rights. The topics towards which this model is effective are those including vulnerable populations and people with personal experiences effected by the topic, such as women and minorities. The model aims to empower the individual, such as those victims of abuse and trauma. The model is geared towards recognizing the abuse of human rights but is also committed to preventing these abuses.

Worldview Transformation

Essentially, while conflict-promoting attitudes and behaviours are characteristic of earlier phases of human development, unity-promoting attitudes and behaviours emerge in later phases of healthy development. The arena of peace education needs to work on a macro level leading to the transformation at the global level. Probably, an implicit and disguised result are Liberalisation, Privatisation and Globalisation policies of the various economies. Peace education should aim at bringing the different nationalities together to target the problems faced globally and lend a helping hand to each other towards mutual growth and development. Individuals can view themselves as cosmopolitan and can bring about world peace by bringing worldwide transformation by valuing peace education. This transformation calls for a change in perceptions at cross-border levels to bring the world together inspite of the individual differences. This would reap benefits in the long run and would help sustain the growth with concreteness. Peace education is more effective when it is adapted according to the social and cultural context and the needs of a society. It is enriched by that society's cultural and spiritual values along with universal human values.

Conclusion

Having discussed the concept of peace education and its immediate content, it is concluded that peace education has been essential for long but the current need is urgent. In order to see the world moving forward together, the imparting of peace education is indispensable. All its major

ingredients mentioned in the paper should be an essential part of the peace education program implemented anywhere. It would be helpful at all the three levels; individual, national and global. In essence it attempts to develop a set of behavioural skills necessary for peaceful living and peace-building from which the whole of humanity will benefit.

Peace can take place within the individual. Some believe this inner peace can be strengthened through our relationship with the Divine. Inner peace involves peace of mind and absence of fear. Outer peace is peace in society. Our impression is that in India there is, in general, a greater stress on inner peace than in the West, where there is more emphasis on outer peace. East and West must come together, as the world needs both. This is known as holistic inner-outer peace. It has both spiritual and material dimensions. Peace education would not exist unless people throughout the world believed that world peace is attainable through a multifaceted effort but starting with the education of children and youth.

In the words of the Indian thinker and philosopher Sarvepalli Radhakrishnan "We must will peace with our whole body and soul, our feelings and instincts, our flesh and its affections."

Everything mentioned so far could be interpreted as conducing to the development of a peaceful, moral person of real benefit to society, but they also can all be said to contribute to the development of an active peacemaker.

In short, all of you will make a big difference within and outside yourself as true "ambassadors of peace." It has been said that one inspired, dedicated person can have the power of 10,000. Now is the time to channel that power that is within you.

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