

Education for Peace: Creating and Enhancing Peace through Education

Aftab Alam

Assistant Professor, MANUU College of Teacher Education, Darbhanga

Sonu Rajak

Assistant Professor, MANUU College of Teacher Education, Darbhanga

ABSTRACT

This paper focuses on need and significance of creating and enhancing peace through education by integrating content of peace in the curriculum and peace education. Creating and enhancing peace in the world has been crucial for human survival for long on this earth. Never before in the history of the world, has the human race been in such great need to be free from conflict, ill-feeling selfishness, descent and strife. We are neither in need of peace nor only in our personal life at home and work, but also at the global level. The tension, anxiety and fear arising from the conflict are not only disruptive but continue to extent a constant drain on our well-being, mentally and physically. The basic problem we face today is moral degeneration and misused intelligence. In spite of all the advances made by science and technology, the world is far from being safe and peaceful. This paper also highlights the Conflict-Sensitive Education that includes a critical analysis of the political ideology driving a system, as well as its legislative, structural and administrative features. The paper also elaborates content of peace in curriculum and integrating principles of peace through effective transaction.

Keywords: *Education, Peace, Integrating Content, Curriculum, Effective Transaction.*

Introduction:

We are reaching a critical point in history when solving the problems of humankind has become a matter of our very survival. Finding sustainable solutions to these problems has never been more pressing, as population pressure, violence, and environmental degradation are on the rise. We are alive at a unique time in human history, a time that calls on humanity's creativity, ingenuity and compassion to solve our greatest problems. There are a myriad of approaches to try to solve these problems, but ultimately, the roots of these problems are related to human consciousness, worldview, and culture. Taking the

cultural approach, our current predicaments are related to the culture of war and violence, which is a global human phenomenon permeating all aspects of life. In order to solve our problems, we must transform the culture of war and violence into a culture of peace and nonviolence, which is the goal of peace education.

Education plays a central role in promoting relations and reconciliations, in society with a history of ethno-conflict, have been acknowledged frequently in the academic literature and increasingly in national and international policies. Peace education has thus been incorporated explicitly and implicitly

in curriculum of post conflict societies around the world and is particularly pertinent in subjects like history and citizenship education. Its importance in the curriculum of school education is widely felt and especially in conflict prone regions. In conflict prone or post conflict regions where collective memories of the past conflict and collective hopes of the future are contested, understanding the views and collective hopes of the 'other' becomes imperative. In this context, I would like to explain the concept of 'Education for Peace', its approaches and prerequisites and locate the contesting spaces, structure, content, images, processes in school education by reviewing empirical and theoretical studies on 'Education for Peace'. Critical peace education, peace oriented learning have also been mentioned because of its similar meaning and purpose.

Understanding Education for Peace:

Education for Peace does not have a very long history and compared to many disciplines is of recent origin. Its origin could be traced back to post World War II in 1945. However, various definitions have been given by many academicians as well as practitioners over time. Perhaps peace is like happiness, justice, health and other human ideals something every person and culture claim to desire and venerate but which few of any achieve at an enduring basis. Peace is a linchpin of social harmony and economic equity and political justice. Nevertheless, peace is also completely ruptured by wars and other forms of violent conflict. Like love, peace remains so close yet like enduring love so far. Scholars like (Weber and Galtung 2007; Galtung and Vincent, 1992) talk about positive and negative peace. Positive peace refers to a holistic approach towards peace where both direct and structural violence is absent. Negative peace refers to the immediate stopping of violence where visible violence is given more importance. Galtung and Vincent (1992) go on to talk about building a culture of peace as an indicator of positive peace in society.

Content of Peace in Curriculum:

The humanistic and social reconstructionist conceptions of curriculum offer insight in understanding the orientations which inform the design of quality academic programmes in HEPSS. The ideas of humanistic curriculum are centred on the development of the individual by helping them discover their real self as opposed to being shaped into a predetermined model (Mc Neil, 1996). The product of this curriculum design is not just a cognitively endowed individual but also an aesthetically and morally healthy person. The growth to the achievement of this goal implies 'learners being permitted to express, act out, experiment, make mistakes, be seen, get feedback and discover who they are' (Mc Neil, 1996:7).

Integrating Principles of Peace through Effective Transaction

The destiny and future of humanity depends on peace and justice. Peace is shaped by our world view-our views of reality, human nature, purpose of life and human relationships. Peace education is a holistic, multifaceted and life-affirming process of skill building that empowers children with creative and non-destructive activities. This emphasises teaching of peace, non-violence, conflict resolution, social justice, economic wellbeing, practical participation and environmental concerns. Peace education is a psychological, social, political, ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international and global areas of human life. 'Peace education is the transmission of knowledge about the requirements of, the obstacles to and the possibilities for achieving and maintaining peace training in skills for interpreting the knowledge and development of reflective and participatory activities for applying the knowledge to overcoming problems and achieving possibilities.

Conflict-Sensitive Education

Thorough analysis of education systems from a conflict perspective is an underdeveloped area. It is relevant for a range of professionals, including politicians, policymakers, education administrators, teachers, parents, community activists, youth and development workers. There are many entry points to the various levels of an education system and the development of conflict-sensitive education systems involves analysis at each of these. This includes a critical analysis of the political ideology driving a system, as well as its legislative, structural and administrative features. These may have significant implications for non-discrimination and equal access to education. The most contentious challenge in terms of international development is to find a way of raising critical questions about the form and content of education and its implications for relations between peoples, groups and nations. The difficulty will be in finding ways for this to be accepted internationally as a legitimate concern as part of improving the quality of education.

Conclusion:

Education has often been considered an effective tool to promote peace because it shapes the next generation's minds, attitudes, and skills. New skills are needed to resolve our inevitable differences in a nonviolent way. In the past, however, education has predominantly been viewed as a way to develop human capital to enhance economic growth or to promote national unity. Research on education and peace has been somewhat side-lined in the face of these national priorities. Nevertheless, in this time of globalization that challenges the nation-state paradigm, research on education and peace is more important than ever, and can significantly contribute to the discussion of human security, or protecting human lives and livelihoods. For this, we first need to work on the operationalization of the two

concepts, education and peace, in view of the nature of modern conflict, and conduct rigorously designed research studies to examine the relationship between them. Peace, for example, can be operationalized as the accumulation of inter-group trust in a community, rather than interstate diplomatic relations. Given that most violent conflicts today occur between different social groups within a nation or community, social cohesion can be a useful concept, providing an analytical lens for research on education and peace.

References:

1. Galtung, J. and Vincent, R.C. (1992). *Global Glasnost: Toward a New World Information and Communication Order*, London: Routledge.
2. Haavaelsrud, M. (2008). Conceptual perspectives in peace education, In M. Bajaj (ed.). *The Encyclopedia of peace education*, Charlotte, NC: Information Age Publishing, 49-58
3. Hicks, D. (1988). *Education for Peace: issues, principles and practice in the classroom*, London: Routledge
4. Kester, K., & Cremin, H. (2017). Peace education and peace education research: Toward a concept of poststructural violence and second-order reflexivity. *Educational Philosophy and Theory*, 49(14), 1415-1427.
5. Mc Neil, J. (1996). *Curriculum: A Comprehensive Introduction* (Fifth Edition). Los Angeles. HarperCollins College Publishers.
6. Read, H. (2011). *Education for peace* (Vol. 25). Routledge.
7. Reardon, B. (1988). *Comprehensive peace education*, New York and London: Teachers College Press
8. Salomon, G., & Cairns, E. (Eds.). (2011). *Handbook on peace education*. Taylor & Francis.
9. Webel, C. and Galtung, J. (2007). *Handbook of Peace and Conflict Studies*, New York: Routledge.

