

Taking Education for Peace (EFP) Forward - Means and Possible Interventions among Secondary School Students

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ABSTRACT

"A candle loses none of its light by lighting another candle." - Thomas Jefferson. 'Education for peace' stands on four pillars mainly peace concepts, peace initiatives, peace values and peace skills. There are plenty of things said and initiated too, but there are few who stand for its values and carry forward with the apt skills that one needs to possess and become ambassadors of peace. If we want to see education for peace actively functioning, that it should begin from every one of us and surely to achieve the crown being our best here on earth or thereafter as like noble laureates immortal. EFP calls for change of mind set, change in attitudes improve skills, approaches and living in harmony with oneself and with others. This paper discusses means and possible interventions of EFP within the system of education set up and analyses the peace values and peace skills among the secondary schools of Karnataka in the student perspective. Hence taking education for peace (EFP) forward is individual and collective responsibility.

Keywords: Education for peace, Peace concepts, peace initiatives, Peace values and Peace skills

Everyone must be committed in the matter of peace, to do everything they canpeace is the language we must speak"- Pope Francis. Education for peace is built on the *four pillars* and they are as follows *Peace concepts, peace initiatives, Peace values and Peace skills*. There are plenty of things said and initiated too, but there are few who stand for its values and carry forward with apt skills that one needs to possess and become ambassadors of peace.

Education for peace

World wide the need of 'Education for Peace' was felt at the birth of the UNO. And there after it has slowly yet firmly affirmed its necessity not only to conflict ridden countries but to every person born on this earth. In Indian scenario, NCF-2005 -EFP though there have been effort to take it to the classrooms, it still has not reached sufficiently to the last student

as well as to the teachers. Hence integrating it through the text book construction and reaching to the student body was initiated. Teachers are the transmitters of peace hence teachers preparedness to instruction as well as personal efforts to practice it oneself becomes equally important.

It is unfortunate that beside the effort of many institutions for the promotion of peace, peace studies continue to be ignored by Indian academic institutions. From ancient times India is rich in cooperation, peace, cultural heritage of peaceful co-existence, *ahimsa* and Gandhian ideals on non-violence have influenced the peace proponents all over the world. Although Non-Governmental Organizations (NGOs) have been contributing to different aspects of peace studies, viz., human rights, gender discrimination, environmental studies etc, they do not impact education adequately at

the school level. Historically moral instruction and value education were the considered as former forms of education for peace. Today education for peace is considered under the domain of Educational Psychology also addressed as Peace Psychology or Irenology.

Irenology – A science of peace culture through education for peace

- ⊙ *Irenology* is a science that works under all the preconceptions and premises that marks peace and studies the peace culture. As a science the generation of knowledge through the implementation of researches related to the transformation of conflicts; paradigms of peace and justice; internalization of values that promote attitudes and skills to build more participative societies in self-regulation of their conflicts, are some of the variables that impact the framework of Irenology.
- ⊙ Is education and peace are significantly related?
- ⊙ Is there any possibility transecting peace through classroom teaching?
- ⊙ Is the curriculum/ syllabus encourages the promotion of peace?
- ⊙ Is education for peace is new topic to you?
- ⊙ Have you ever come across persons solely working for the cause of education for peace?
- ⊙ Are few among the number of questions that the commoner could be posed at only to learn how knowledgeable /informative we are with regard to peace.

Peace concepts

These are also issues with regard to peace which are debatable and varying. Galtung describes 'peace as the absence of violence'. He differentiated between, '*positive peace* and *negative peace*.' 'The first implies the existence of cooperation in society and a capacity for resolving conflicts non-violently. The second, negative peace means those measures like collective security, disarmament, international court system which limits and prevents war.' Peace is dynamic. 'Inner peace experienced by

the individuals is the seed of peace.' The term 'peace' originates most recently from the Anglo-French *pes*, and the Old French *pais*, meaning "peace, reconciliation, silence, agreement" (11th century). But, *Pes* itself comes from the Latin *pax*, meaning "peace, compact, agreement, treaty of peace, tranquility, absence of hostility, harmony." The English word came into use in various personal greetings from c.1300 as a translation of the Hebrew word *shalom*, which, according to Jewish theology, comes from a Hebrew verb meaning 'to restore'. Although 'peace' is the usual translation, however, it is an incomplete one, because 'shalom,' which is also cognate with the Arabic *salaam*, has multiple other meanings in addition to peace, including justice, good health, safety, well-being, prosperity, equity, security, good fortune, and friendliness. At a personal level, peaceful behaviours are kindness, consideration, respectfulness, justice, and tolerance for others' beliefs and behaviours — tending to manifest goodwill.

Peace is a 'contextually appropriate and pedagogically gainful point of coherence for values. Peace concretises the purpose of values and motivates their internalisation.'

Peace according to oxford Dictionaries is 'freedom from disturbance; tranquillity: tranquillity or calm.'

Peace is a 'collective phenomenon and it connotes a collective state of harmony, which can provide a stable base for activities of growth, development, friendliness, comradeship and brother/sisterhood.'

Peace according to 'Franciscans derived in their motto as 'good will among all including all the creatures of the world.'

Peace, according to Gandhi, signifies, 'a condition of affirmative and creative world state, in which individuals, groups and states reside in joint understanding and assistance abjuring or refraining from ruling or domineering each other'. Therefore peace is akin to an adhesive force for the society and the world. Peace is a condition of factors whereby men overcome their clash of interests through negotiations and conversations instead of exploiting violence.

Peace Initiatives

There are number of peace initiatives both national and international level. All striking the chord to promote culture of peace in the world is need of the hour. Internationally, 'UNO, UNESCO, UNDDA, HAP, University for peace(UPEACE), EFP, UNHCR, INEE. There are efforts of the global bodies like human rights documents, conventions on the elimination of all forms of discrimination against women (CEDAW), the convention on rights of child (CRC), the world declaration on education for all and many others' teach the skills and values associated with peaceful behaviour. (There are few terms cited by Education Above All, 2012 pg 16) Positive peace (Galtung, 1916), Education for tolerance (Reardon, 1997) and nationally we have Gandhian institute of studies, Gandhi peace foundations, Jaipur peace foundation to name few among many. Beside this many NGO's are significantly working on the different aspects of education for peace which calls upon to build a networking with such likeminded people.

Means and possibilities of EFP

In the diverse country like India, any type of instruction is a challenge. Every challenge need to be welcome and faced upon, because as like every problem that is plugs has a solution so the societal problems coming into the classrooms are to be rightly soughed out. Here teachers are to have the right attitudes, knowledge and inner disposition to meet the challenge or instruct students with suitable skilfulness and to help them to resolve conflicts. Education for peace is a socio-psycho dimension of knowledge, inclusive of many aspects like inclusiveness of CWSN, guidance and counselling, teaching-learning ambiance, upholding human rights, gender equality, peace schools, nurture nature, personal formation, life style, world /national citizenship. Its scope is very wide. Few can reason and say 'Every learning is for earning,' 'learning is not an end in itself 'though most will agree upon on it none can negate aftermath of earning one requires peace and happiness to live life in fullness which is acquired through affirmation of the values and

socially accepted behaviour. Education for peace teaches from the beginning of once journey the importance of peace and culture of peace.

Peace Values

The term 'values' literally means 'to be of worth', something that has a price, or it can also be described as a criterion for judging the worth of the thing or people as desirable or undesirable. Values are abstract and multidimensional and present an ideal for the members of the society to shape their personalities. Concept is expected to promote appropriate values, attitudes and behaviours in the schools and is targeting the future generations towards a culture of peace and nonviolence. Values that promote peace such as 'peace values for personality formation; peace values and shared spirituality; peace values vis-a-vis Indian history and culture; peace values, Human rights and democracy; peace value and lifestyle; peace values and National unity; Violence: what it is and what it does; Peace values and globalization.'

The National Position Paper on Education for Peace NCF 2005 makes an effort to explore possibilities of enabling flexible framework for promoting 'increased choices made by the schools and teachers possible, and a greater role for children and community in making those choices on a large scale through the curriculum.'

Peace Skills

It is the ability that the students will develop to be proactive and effective as peace makers. These can be summarized under three heads: *Thinking skills, communication skills and personal skills*. These skills for peace are also help in 'promoting academic excellence'.

It has been felt 'peace education' and 'education for peace' do differ though both are of the same notion. There are similarities of approach but they do differ following ways. In a humble attempt to give clarity to this particular notion it could be said as below:

Education for peace	Peace education
Peace becomes the shaping vision of education	A subject in the syllabus.

Holistic system –wide and rights based approach	To bring about peace awareness, and to carryout related activates.
Emerges through constitutional and human right values of the countries and of the world	Scriptures of the various religions are its base
Inclusive of every citizen who seek wisdom and knowledge emerging from all sources	Viewed in the perspective of religion,
Propagates secular culture and acts as catalyst for democratic culture	Propagates secular culture and stressed upon the duty upon everyone to fulfil it through all possible way
Educating self with peace is equally important before propagating peace	Propagation of peace is carried out actively sensitising especially conflict ridden individuals and societies.
Through curricular approach in the stricter sense	There is open forum of learning about peace
Yet to be fully bloomed in the school settings and consciously lived by its stakeholders in the school scenario	Many of the organisations have carried out lot of work in this regard and its presence has been regularised.
Does not recognise the market as the purpose of education. Hence education for life and training merely for livelihood.	Enterprise of education is driven by the market driven forces and part of our life world
Calls for significant reduction in the curriculum workload and not an increase.	Any one or few units will focus on peace related issues

Peace Teacher

In the assessment driven system of education like in India it is difficult to focus on personality build and character formation of the students. Teachers are to teach less and lean more to be effective. In other words talk less and work more. When generations are growing smarter how policies are fail to grow smarter. Hence teacher preparedness is equally important only to welcome such a change. Hence

teacher need to be constant learner and relevant in the classroom. Teacher is able to read between lines as one instructs. A peace teacher is always vibrant and cannot be stagnated when newness emerges.

EFP carry forward means

Adolescence education, life skill education, value education and yoga *etc.*, are considered co-curricular activities...and seemingly less important with regard to intellectual development (considered). By virtue they synchronise stabilise, balance human mind to peace and to tranquillity. Students have the mind to consider them as less important when they have focus on core subject and language learning. Just being awareness on education for peace is not enough it has to put forth by good practices consciously everyday.

Education for Peace calls for:

- ⊙ change of mind set,
- ⊙ change in attitudes
- ⊙ improve skills,
- ⊙ peaceful and creative approaches
- ⊙ Living in harmony with oneself and with others.
 - ➔ Ardent desire for 'Education for peace', 'Inclusive education' and 'protection of human rights'
- ⊙ When the subject of handicap can be written about, shared and aired, its veil of secrecy will begin to lift and the shame felt by family and inflicted upon the handicapped will be laid to rest. Chand (1997). So will the education for peace be written by every individual, every school, every society, and every nation and by the one world that we all live in.

Education for peace way forward

Coming together: There is a need of knowledge societies coming together: EFP is to be attained only if school stakeholders, policy makers, and promoters of peace come together. Beside this the exposures of those working towards peace including the good works began by noble laureate and unsung hero's of peace to be carried forth.

Preferential option to live for peace: fostering culture of peace individually national level and international level equally important as we all dwell in this global village. The seeds of peace need to be sown in the hearts of young through different ways examples: Day celebrations, festivities of every religion, exposure to the young to old ages homes, rehabilitation centres, orphanages, hospitals etc.

Living peacefully: Learning to adjust as a society and live together in harmony: when we value ourselves we value others. Think of others wellbeing other than selfish outlooks.

Living and eating in mindfulness. Excessive media or technology usage has crept into the life of young taking out precious time consciousness and reversing food timings and food habits hampering the health of the young generations some time even to the extent of un-repairable damages.

Promoting peace culture: Education is the means to promote peace values: policy makers, text book constructors, instructors, administrators, more precisely parents are the promoters of peace, in the life of a student. Unless one is practicing peace consciously it is difficult to make its impact in the life of a student.

Peace gatherings : Schools activities like assemblies, mock parliaments, festivities of different religions, national and international day celebrations are few of the opportunities explicitly to promote the culture of peace. These gathering should strengthen the bond of students, teachers , parents and even that of administrators as one family.

Equip individuals with peace skills to resolve conflicts, violence, intolerance, disrespect or violation of human rights and inequality not only within the four walls of classrooms but even to sought the personal difficulties.

Guidance and counselling: Mending the violent prone students and upliftmnt of the discriminated ones through guidance and counselling and through close monitoring by the teachers and parents.

Commitment towards peace: If west is wedded to peace, it is against war, conflict and gun culture and if East is for peace it is against to discrimination and

violence with regard to gender, disabilities, hunger, poverty, religious atrocities and injustice.

Preventive measures: Bullying and Violence prevention measures are to be articulated in the classrooms. School authorities need to emerge with innovative or creative ways to deal with such students with the help of teachers and the students' parents.

Collaboration: Media, technology, public and private sectors collectively need to be fostering and promoting peace through thoughts, words and actions. Example avoiding violent advertises, TV programmes etc.

Responsibility: It's an individual and collective responsibility of the people to take forward the culture of peace. We are free to be responsible citizens and work towards peace consciously and consistently

Forgiveness: is the by-product ones positive relationship with others. Being a forgiver of people from the unpleasant situations of life one can experience inner peace. The inner peace exhibited in good relationships with others collectively results in societal peace.

Working with schools as an alumni, parent well-wisher, volunteer, donor, administrator or a member of the society need to join hands with school authority, teacher or students to build peace schools, peaceful school environments can beget peace and not wars or conflicts. Creatively and consciously all working towards peace can bring about peace or desired change.

Justice to teachers to be prioritised as those opting to be teachers is on steady decline. It is not only in terms of poor payment but the amount of mental stress even the teachers experience in their professional front is to be addressed. Though education is student centric ,there is a need of teacher's tribunals at every block level, district, state and national level to address the problems or grievances, who in turn will be better teachers find teaching professional equally fulfilling one and be best to their students.

CONCLUSION

Promoting an attitude for culture of peace among the secondary school is yet to reach its promised steps though a decade passed down the lane since NCF2005. Respecting diversity and differences among the secondary schools students is hard core reality as they try to understand their role as growing adolescents of this country. In all of India there isn't a university solely dedicated for the cause of peace or promotion towards the culture of peace. Beside this not even a graduate level or post graduate level a course on education for peace though Gandhian studies and chairs of social justice have strived to strike the balance somewhere, it still swings between the uncertainties. There are few universities offering courses on peace and harmony. And 'Mumbai Nirmala Niketan College of Social Work' has made an attempt in 2003 to impart peace education by offering a diploma course in education for peace. Beside that concrete efforts towards education for peace indeed required. India needs one. Education for Peace is an integrative and all embracing concept. It explores every aspect of education.

Shanthi shanthi shanthi!

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