

PEACE EDUCATION AND TEACHERS TRAINING

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ABSTRACT

Peace education is an essential component of quality base education. This paper defines peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether an intrapersonal, intergroup, national or international level. In this paper, issues pertaining to peace education are considered from the perspective of the Convention on the Rights of the Child. The relationship between peace education and other educational initiatives is examined. The aims of peace education as they appear followed by a brief survey of the types of approaches that have been used in a variety of educational environments. A number of 'windows of opportunity' for peace education are described.

Keywords: Teacher training

OBJECTIVES OF THE STUDY

1. To study the present status of peace education
2. To study the awareness of education and teachers training.

RESEARCH QUESTIONS

How peace education being taught and what is the role of teachers in peace education? Are the pre service students aware the peace education?

RESEARCH DESIGN

The study is an exploratory study. The information used to complete this study is varied to determine the rational for the study; a literature review gained the sufficient theoretical material to ground the basis of the study.

LITERATURE REVIEW

Conception of peace education recognizes that the requirements of peace education must be: transmitted, include a training in skills of interpretation; employ the development of reflective and participatory capacities; and focus on applied knowledge for overcoming real life problems and actualizag alternative possibilities the dimensions of Reardon's comprehensive peace education include: an integrated holistic education, a focus on the

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human context of relationships; ecological and planetary systems consciousness; and organic and developmental learning (Reardon, 1988).

CHANGING BEHAVIOR

The process of changing behavior proceeds through a sequence of stages in which an individual becomes aware of the issue, becomes concerned about the issue, acquire knowledge and skill pertaining to the issue, becomes motivated, based on new attitudes and values.

These stages may vary in order, or take place simultaneously, depending on the social and cultural context in which the behavioral change is taking place. A comprehensive approach to peace education should address all of these stages. The eight-step process of behavior change with respect to peace and conflict issues might look like this a young person may:

1. Become aware that most conflicts between people of her/his age are dealt with through fighting;
2. Become concerned about the damage that is being caused by physical and emotional violence;
3. learn about alternative ways of handling conflict and realize that there are non-violent alternatives in conflict situations;
4. Become motivated to try out these skills in a real situation;
5. Make a decision to try skills of non-violence the next time she/he is involved in a conflict;
6. Try out new behavior such as negotiating in a cooperative manner in a conflict with a peer;
7. Reflect on the experience and realize that the outcome was less physically or emotionally harmful than the behaviour used in previous conflict situations; and
8. Make a commitment to continuing to use and learn about non-violent methods of handling conflict.

PEACE EDUCATION IN PRACTICE

Schooling and other educational experiences that reflect approach to peace education should Function as ‘zones of peace’. Where children are safe from conflict in the community. Develop a climate, within the school or other learning environment that models peaceful and rights-respectful behavior in the relationships between all members of the school community, teachers, administrators, other staff, parents, and children. Demonstrate the principles of equality and non-discrimination in administrative policies and practices. Draw on the knowledge of peace-building that already exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture. Handle conflicts whether between children, or between children and adults in a non-violent manner that respects the rights and dignity of all involved.

INITIATIVES RELATED TO PEACE EDUCATION

A number of educational initiatives have areas of overlap with peace education, and with each other. These include children's rights/human rights education, education for development, gender training, global education, life skills education, landmine awareness, and psychosocial rehabilitation. Each can be thought of as providing another lens or perspective through which to examine how peace can be 'mainstreamed' in basic education.

Human rights education

Children's rights/human rights education and peace education are closely linked activities that complement and support each other. Peace is a fundamental pre-condition without which rights cannot be realised, while at the same time, the ensuring of basic rights is essential to bringing about peace. Rights education usually includes the component of learning about the provisions of international documents such as the Universal Declaration of Human Rights or the Convention on the Rights of the Child. Children are encouraged to understand the impact of rights violations, both at home and abroad, and to develop empathy and solidarity with those whose rights have been denied. Rights education encourages the development of skills that will enable children to act in ways that uphold and promote rights, both their own and others'. It also addresses the responsibilities that come with rights.

Education for Development

Education for Development is the term used to describe an approach to teaching and learning which builds a commitment to global solidarity, peace, acceptance of differences, social justice and environmental awareness in young people. Its aim is to empower children and youth to participate in bringing about constructive change, both locally and globally. Five basic concepts of Education for Development are interdependence, images and perceptions, social justice, conflict and conflict resolution, and change and the future. These concepts are approached as interdisciplinary perspectives that can be incorporated into the teaching of a wide range of subject matter, rather than as specific subjects in themselves. Interactive, participatory, cooperatively-structured teaching methods are as important as the content of Education for Development. These methods allow learners to better grasp complex concepts build problem- solving abilities and develop social skills.

GLOBAL EDUCATION

Global education, a term coined in the 1970s, has been adopted in the incorporates themes such as the environment and ecology, peace, tolerance, conflict avoidance, personal health, cooperative skills, multiculturalism, comparative views on human values, and human and child rights. It is based on a four-dimensional conceptual model. The model is comprised of the temporal dimension, the spatial dimension the issues dimension and the inner dimension. Global education gives priority to active, learner-based teaching methods, peer-learning, problem solving, community participation, and conflict resolution skills. It is values-based and future-oriented.

LIFE SKILLS EDUCATION

Life skills education enables children and young people to translate knowledge, attitudes and values into action. It promotes the development of a wide range of skills that help children

and young people cope effectively with the challenges of everyday life, enabling them to become socially and psychologically competent. Life skills can include cooperation, negotiation, communication, decision-making, problem-solving, coping with emotions, self-awareness, Many life skills are 'generic', in that they can be applied to a number of specific contexts. For example, negotiation skills may be used in resolving a conflict between peers; they may also be used in discussing wages or working conditions during a job interview. Decision-making skills can be used in arriving at a mutually agreeable solution to a dispute between two people, or in making health-related choices such as deciding whether to smoke or engage in a sexual relationship. The emphasis of life skills education on developing attitudes and values, and translating those changes into observable behaviors, is an important perspective programmes. These are often considered part of a country's peace education initiatives. It would perhaps be more accurate to describe landmine awareness as an aspect of life skills education relating to issues of personal health and safety, rather than issues relating to the resolution and prevention of conflict.

APPROACHES TO PEACE EDUCATION

An overview of approaches to peace education in illustrates the fact that programmes are highly responsive to local circumstances, and that no one approach is universally used. Examples have been grouped below according to whether they take place within schools or outside of schools. Many programmes combine elements of both.

Improving the school environment

Peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which they are taught. In a number of countries, emphasis is placed on improving the school environment so that it becomes a microcosm of the more peaceful and just society that is the objective of peace education. This creates a consistency between the messages of the curriculum and the school setting, between the overt and the 'hidden' curriculum. Interventions on the level of the school environment tend to address how children's rights are either upheld or denied in school, discipline methods, how the classroom and school day is organized, and how decisions are made. Training of teachers and administrators is critical to enabling teachers to examine these issues from the perspective of peace education. The programme in the Federal Republic of Yugoslavia contains elements of this approach. Peer mediation programmes have been set up in countries such as Liberia, where youth leaders are trained to be 'conflict managers'.

Curriculum development

A number of countries have developed peace education curricula, usually consisting of activities around themes such as communication, cooperation, and problem solving. Objective: To give empathy to oneself and others; to understand the connection between needs and feelings. Each child draws himself in an assigned imaginary situation. He draws a small cloud above himself and his friend. In that cloud he expresses either with colour or words how each of them feels in that situation Leader's comment: The leader draws the children's attention to the fact that all of them didn't feel the same in the same situation. At the same time, the leader connects the feelings that often repeat with children's needs. And he gives empathy to both characters in the drawing. For example, this child feels guilty

because he thinks he has made a mistake and he is sad because he wants to be accepted. Another child is angry because he thinks he is right. Select a type of difference you want the children to study; e.g., religious differences, racial differences, national differences, occupational differences, intellectual differences, personal and attitudinal differences. Assign children to study these differences by analyzing their foundations, sources, historical developments, etc. This may take the form of a formal lesson, Self-learning, reading, home assignments, bringing outside speakers, etc.

PRE-SERVICE TEACHER EDUCATION

In a number of countries, efforts are underway to upgrade the quality of pre-service teacher education. Training may include a focus on such skills as the use of interactive and participatory teaching methods, organizing cooperative group work, and facilitating group discussions. The use of these types of teaching methods is essential to quality basic education, and enables teachers to convey values of cooperation, respect for the opinions of the child, and appreciation of differences. Participatory teaching and learning strategies can be used throughout the curriculum, and are an essential component of efforts to promote peace through education. Pre-service teacher education in peace education is an important feature of the programme in Sri Lanka, with one national teacher training college designated as the focal point for the development of pre-service training programmes in peace education, integrated into each of the traditional subject areas.

IN-SERVICE TEACHER EDUCATION

Pre-service teacher education, in-service teacher education may focus on participatory teaching and learning methods, as well as content areas such as children's rights or conflict resolution skills. The programme, called Peace and Conflict Resolution Programme (PCRP) is for children of all grades.

OPPORTUNITY FOR PEACE EDUCATION

There are a number of creative avenues that can be used to introduce peace education concepts, skills and attitudes, whether in or out of the school context.

The Internet

New technologies provide children and youth around the world with the opportunity to discuss issues of common concern. One of the best Web sites to take advantage of the power of the Internet is own Web site for children, Voices of Youth. The site provides information (photos, captions, drawings, case studies) on children's rights issues, including children and war, the girl child, child labour, and children and cities. Each of these sections offers a discussion forum where children can write about their concerns, read what others have written and respond. 'Chats' allow children and youth from around the world to discuss such issues as rights and religious tolerance. And through the presence of Voices of Youth at international conferences, young people can express their opinions directly to delegates and world leaders.

Outcomes and indicators

The **aims** of peace education describe the over-arching goals of a programme; there appears to be a great deal of commonality and overlapping. There may be even greater variability

between programmes in terms of **indicators**. Indicators are the specific, measurable behaviors that enable one to determine whether or not the outcomes of a programme have been successfully achieved. These are presented for the purpose of demonstrating the relationship between aims, outcomes and indicators; they should not be interpreted as prescriptive for all programmes. Examples are given for knowledge, skill and attitude aims. It should be noted that since it is impossible to measure attitudes directly, evaluation of changes in attitudes must rely on inference and on the words and actions that are indicative of particular attitudes.

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