



Need of peace education for sustainable development

Amita Punjabi

Assistant Professor in Rise Max College of Education, Faridabad, Haryana, India

Abstract

Peace is the very existence and need of our life. We as a human being can maintain our existence and wellbeing by remaining peaceful. A slight disturbance in our peace may end in bitterness, aggression conflicts and war. This fact can now be very much witnessed and reflected in our modern society. We are everyday observing and experiencing the horrors of violence, aggression and suicides on the part of people belonging to almost every strata of society. Our societies are progressing towards violence, hatred, jealousy, social insecurity, and degradation of environment, corruption, extortions, violation of human rights, communal and ethnic violence as well as threats and wars. The world could be transformed and peace would rule if the basis of education is knowledge flourish by love and value for sustainable development. Education is the only means for empower and sustained improvement in all wellbeing.

In the words of Betty Reardon Peace Education would provide knowledge to be applicable to the problems of reforming and restructuring the present conflicting and violent human society to make it peaceful, unified and violence-free. Peace education aim to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence. Peace education is a remedial measure to protect children from falling into the ways of violence in society. It aims at the total development of the child. It tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioral skills necessary for peaceful living and peace building from which the whole of humanity will benefit. This paper is an attempt to throw light on the obstacles leading to Peace Education and to develop a culture of peace by using Education as the powerful tool.

Keywords: peace education, sustainable development

Introduction

Peace is not just an absence of conflict, but it is about making the societies free from inequities which create social divisions from within. Some of the main causes and threats to lasting peace are poverty, gender, cultural and societal prejudice. The increasing intolerance among the school going students as manifested in various forms of violence and also the deterioration of many other human values have enforced us to think about promoting peace.

The National curriculum framework 2005 rightly observes that the future of the child has taken the priority to the near exclusion of the child present which is determined to the wellbeing of the child as well as the society and the nation.

Peace and education are inseparable aspects of civilization. Our educational institutions, families, schools and communities have become increasingly conflicted and violent. Present days happenings at home and schools makes young minds filled with the ideologies of violence. While we expect families, school and communities to be safe and violence free environment and for that there is a need to promote education for peace which helps to develop relational and emotional skills in children. Moreover, it acknowledges the goal of promoting a culture of peace for the sustainable development. Education for peace seeks to nurture:

1. Ethical development
2. Value inculcation
3. Attitude formation
4. Development of skills for living in harmony with oneself and with others and also within nature.

The Human Right Conventions declared that education must prepare a child for responsible life and effective participation in a free society in a spirit of understanding peace, tolerance, equality of sexes and friendships among all people, ethnic, national and religious groups and persons of indigenous origin therefore child may be more accepting of others and less likely to solve problems with violence. This can be done by promoting critical and reflective thinking on the part of the children and an orientation toward ethical and peaceful life.

In India education for peace programmes have traditionally been concerned with promoting certain core values. Mahatma Gandhi proposed a nonviolent society which would be free from exploitation of any kind and can be achieved through the instruments of education. Peace and living together have been integral part of Indian way of living and exhibited in its constitution through various articles.

Nature and relevance of education for peace

- a. Bringing about peace orientation through education
- b. Nurturing social skills and outlook required for living together in harmony;
- c. Reinforcing social justice as envisaged in the constitution
- d. Education as a catalyst for activating a secular and democratic culture
- e. Promoting national integration and international understanding and
- f. Nurturing peace as a lifestyle movement.

Sustainable development

Education for Sustainable Development (ESD) makes the necessary changes to reorient the education to guide and motivate people to become responsible citizens of the planet. It addresses the interrelationships among the environment, the economy, and society. It moves from teaching about sustainable development to education to achieve sustainable development. Education is a basic component of human development. It is the single most important means for empowerment and sustained improvement in all well-being. Education for sustainable development is a dynamic understanding that imagines a world where every person has a chance to benefit from educational opportunities and to learn the life style, behavior and values necessary to create a sustainable future.

To prevail peace education is significant and would be possible by sowing in the minds of the Learners and the people, the seeds of Spirituality, Human rights knowledge, Human values and by Learning to live to dismantle the present conflict and violence culture. Sustainable development stresses everything that we can do to save the planet. It emphasizes that development should be aimed at improving the quality of life of all section of the population combating poverty, protecting environment and most importantly building the innermost capacity of mutual respect, tolerance, cooperation and peaceful co-existence.

UNO's proclamation of 2005-14 as the decade of education for sustainable Development (DESD) in 2002 by its general assembly resolution 57/254 calls for education for learning of values, behavior and life styles required for a sustainable future and for possible societal transformation.

The major focus of DESD is:-

- a. To foster an increased quality of teaching and learning in ESD
- b. To provide countries with new opportunities to incorporate ESD in to educational reform efforts. As such ESD has come to be seen as a process of learning how to make decisions that consider the long term future of the economy, ecology and equity of all communities. Building the capacity of such future oriented thinking is a key task of teachers and educators.

The NCF 2005 ^[5] strongly advocates education for peace at all levels of school. However peace is an elusive concept having different implications in different cultures as well as its implication is also different for the spheres in which peaceful process are applied. While interpretation of peace ranges from absence of war and society without structural violence to liberation from exploitation and injustice of any kind and also to ecological balance, conservation and peace of mind.

Education for peace has now been accepted as a necessary ingredient of holistic education. Education must nurture in students the values and skills that enable them to live in harmony with others. The value of competition and cooperation need to be understood in proper perspective and practiced accordingly. Education for peace substantially depends on the vision, motivation, skills and awareness of teachers. Teachers at the micro level should be sensitized to shun physical violence, assaults, and corporal punishments at the Institutions. The learners at all levels must be taught to say

'No' to wars/conflicts/violence so that education for sustainable development becomes possible on the Globe. Learners must be made to understand that to build a 'Humane society' a social order is essential where violence, exploitations and inequality have no place in the Institutions.

Conclusion

Education for a peaceful and sustainable Global community must emphasis the crucial role of value formation through its pedagogical process. (Toh and cawagas 1991). Peace education and sustainable development should be explicit about the preferred values like compassion, justice, equity, gender fairness, caring for life, non-violence, integrity and sharing. In the Educational system the inculcation of values depends upon enthusiasm and commitment of Teachers, Management and Government. Education being an effective tool for promoting sustainable development the Educational institutions should incorporate the concepts of sustainability in all academic disciplines and should take the leadership for establishing a network with primary and secondary education. It is important that special efforts must be made to preserve and promote educational values like thirst for knowledge, critical thinking and search for truth and more important is to inculcate Universal Human values such as peace, tolerance, love patriotism, non-violence through education. Such an education will have everlasting effect on achieving sustainable development.

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