PEACE AND VALUE EDUCATION TO FOSTER INCLUSION

Namita Chaudhry[1]

Abstract- The paper will deal with need and importance of peace and value education in order to make inclusion a successful phenomenon in the present world scenario. Peace education is the process of acquiring the values and knowledge as well as developing the attitudes, skills and behaviors required to live in harmony with oneself, with others and with the natural environment. Value education is a long term standard that helps a person determine how they should approach a situation or person, which makes it an important component of determining how the future culture interacts and acts. We all need to comprehend how both peace and value education is extremely important to foster inclusion which is an all embracing societal ideology. The paper will further discuss need of all the three phenomena as we live in such internal and external world where we are most of the time unable to be at peace with oneself and others, tend to value things more than ourselves, forget rest of the values in life and do not follow inclusion with true spirit, different approaches such as stage specific and integrated approach, policies and constitutional provisions with reference to peace education, value education and inclusion. The biggest challenge in front of us is to incorporate peace and value education in such a way that it inspires us to adopt inclusion from within which is the need of hour. The paper will come to end with a concept clarification of how all the three concepts are interrelated, the more peace and values we inculcate in our tender generation the more inclusive it will become and the more inclusive it is the more at peace and value based our society will become.

Keywords – Peace education, Inclusion, Values, Harmony, Value education, Person, Culture, Foster, Phenomena, Approaches, Constitutional provisions, Incorporate, Need, Interrelated, Generation, Society.

1. INTRODUCTION

Peace education is the process of acquiring the values and knowledge as well as developing the attitudes, skills and behaviors required to live in harmony with oneself, with others and with the natural environment.

Value Education is a long term standard that helps a person determine how they should approach a situation or person, which makes it an important component of determining how the future culture interacts and act. Its education inspired by value-committed teachers/parents/social workers committed to secularism social accountability and autonomy.

UNESCO views Inclusion as "a dynamic approach of responding positively to pupil diversity and seeing individual differences not as problems, but as opportunities for enriching learning". (UNESCO, Guidelines for inclusion, 2005)

"If we are to teach real peace in the world we shall have to begin with children". Mahatma Gandhi "All education is for peace". Maria Montessori (NCERT Postion Paper 3.4,2006)

Sources of Peace:- They are three in no. i.e. Inner peace, Social peace and Peace with nature

1.1. Inner Peace

As the name suggests inner peace is peace with self – self-contentedness and the one who is free from passion, fear and anger is said to have achieved inner peace. The values such person will exhibit in his/her behavior are harmony and peace with oneself, good health and absence of inner conflicts, joy, sense of freedom, feelings of kindness, compassion, and content, appreciation of art.

1.2. Social Peace

It simply means 'learning to live together' which is indeed one of the important four pillars of learning as enunciated in the UNESCO report, "Learning: The Treasure Within." The life style is changing from living in homogeneous, cultural, linguistic and religious groups. to cosmopolitan community that is multi-cultural, multi-lingual and multi-religious, so an enriched and meaningful life, it is necessary to learn to live together within diversity.

For social peace, tolerance for diversity is not enough but respect and love for diversity is the precondition. Social peace implies harmony in human relationships, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, co-operation, brotherhood, tolerance of differences, democracy, community building, human rights, morality, etc.

1.3. Peace with Nature

Planet earth is the mother earth. Peace with nature means stopping environmental and ecological degradation, exploitation, etc. Peace with nature is harmony with natural environment and mother earth. These sources provide the necessary basis on which peace can be built. (UNESCO, Framework for Teacher Education,2005)

There are some prerequisites w.r.t. peace education

1. Peace education can only take place in the context of a unity-based world view.

---

[1] Asst. Prof., Department of Education, Delhi, India

2. Peace education can only take place in the context of a culture of peace.

3. Peace education best takes place within the context of a culture of healing.

4. Peace education is most effective when it constitutes the framework for all educational activities.

Thus peace is the ultimate outcome of our transition from self-centered and anxiety ridden in securities of survival instincts and the quarrelsome, dichotomous tensions of the identity-formation process to a universal and all-inclusive state of awareness of our fundamental oneness and connectedness with all humanity and, in fact, with all life. (Loknath Mishra 2017)

2. APPROACHES OF PEACE EDUCATION

2.1. The Integrated Approach

In integrated approach children construct knowledge holistically and it reflects in the totality of school curriculum and co-curriculum, here the lessons and topics become the vehicles to convey peace messages. Thus, every teacher becomes a peace educator and teacher–student interactions, textbook lessons, the school management and administrative staff all are oriented to education for peace.

3. STAGE-SPECIFIC APPROACH:-

3.1. The Primary Stage

The primary stage of education or the formative period is the ideal time for laying the foundation of a peace-oriented personality. Thereafter, students begin to drop out. As the saying goes, "It is easier to build a child than it is to repair an adult." Peace-oriented personality include values such as hygiene of self and surroundings, respect for all, recognition of the dignity of labor, honesty, love, sharing and cooperation, tolerance, regularity, punctuality, responsibility, etc. All children are naturally loving and kind. Hence, education for peace for primary school children means to let them enjoy and celebrate diversity, beauty, and harmony in nature and developing in them the skills to be at home and peace with others and nature.

3.2. The Middle School Stage

Children grow older by middle school stage and they start thinking rationally and relationally about their surroundings. The school brings together children from multiple religious, cultural, and regional backgrounds so students need to be equipped with values such as democracy, equality, justice, dignity, and human rights and respond positively to cultural plurality and appreciate the importance of peaceful coexistence. This is the stage for developing the skills for handling information, thinking creatively, self-reflection, and self-discipline, by which they will participate in groups and relate to others responsibly, negotiate conflicts with understanding and live in peace and harmony with the society .

3.3. The Secondary and Senior Secondary Stage

By this stage students become aware of their identity, though still deficient in maturity. The confusion at this stage leads to conflict with peers, parents, and teachers, but they need to be trained to resolve issues through dialogue and negotiation. Besides awareness about inter-relationships and interdependence in the global and ecological contexts will help them form a wider perspective on justice, peace, and non-violence. By doing so they will not just be only the recipients of peace but the active makers of peace, who can think for others and help them. By training they will be peaceful and non-violent not because they are weak, but because they are committed due to a larger awareness and rational thinking.

Teachers are role-models for their students and good teachers are models of peace values, such as, the art of listening, the humility to acknowledge and correct one's mistakes, assuming responsibility for one's actions, sharing concerns, and helping each other to solve problems etc. Hence a teacher who, from a peace perspective, can critically evaluate his/her attitudes and approach to teaching is an asset for education for peace. Students learn by observing the behavior of their teachers so instead of exhorting students to "care for others'', it is more effective to practise this value and let students construct their own understanding of it. For this the methods of teaching should be creative, child-centered, largely experiential, and participatory and should be such which could transact peace-laden (hidden or explicit) components of every topic. These include creation of appropriate learning experiences, discussion, debates, presentation, and group and cooperative projects, depending on students' maturity levels and the subject content. (NCERT Position Paper 2006)

UNESCO (Framework For Teacher Education, 2005) has laid down a list of values which further leads to inculcation of certain qualities in a person for peaceful existence:-

1. Think Positive: - develops positive self-concept and also attitude of accepting others with respect, and appreciating them.

2. Be Compassionate and Do No Harm: - develops qualities like love, kindness, sympathy and so on.

3. Discover Inner Peace: - develops ability to control anger and build soothingness within.

4. Learning to Live Together: - builds ability of sharing, mutual help, trust building and accepting group responsibility, including leading and following.

5. Respect Human Dignity: - develops respects for human rights, duties and justice; 'do unto others what you expect others do unto you'.

6. Be Your True Self: develops strength of character to be honest in expression of one's feelings and thoughts without letting down others.

7. Developing Critical Thinking: develops the essential skill for problem solving involving analysis and synthesis, looking at the issue from alternative standpoints.

8. Resolve Conflict Non-violently: develops skills of conflict analysis, negotiation, active listening, mediation, creative problem solving and seeking alternative solution.

9. Build Peace in Community: - develops understanding of social realities and people's problem and skills and attitudes to work with them.

10. Caring for the Planet: - develops understanding of the immediate environment, the national and global environment, and need for protection of the mother (planet) earth.

"Value creation stands as an educational aim deserving our utmost attention and earnest efforts." Japanese Value Educator T. Makiguchi, Education for Creative Living "Human life is a process of creating value, and education should guide us toward that end. Thus educational practices should serve to promote value creation". Japanese Value Educator T. Makiguchi, Education for Creative Living

Education for values is imparted with emphasis on secularism, cultural harmony, co-existence, peace, love, mutual give and take, non-exploitation. It is a of two-way communication process between the value educator and the students and should not be imparted in non-serious, frivolous and threatening manners. It should be awareness creating, morale-boosting and a confidence-building in nature. The value educator should not resort to lecturing as exhibiting values in the behavior is a must for value educator. (Prof. S.P. Ruhela & Prof. Raj Kumar Nayak, 2011)

What Value Education Aims at?

Education for values aims at promoting broader values and skills that not only makes this world a better place to live in just for him/her but also for their family, friends, colleagues and others. Value Education also prepares student for the world of work such as values of hard work, discipline, cooperation, communication skills etc. enable them to develop healthy interpersonal relationships at home and society as a whole. So values promote both academic as well as human excellence.

The Need for Value Education: - The rationale behind value education is that the current model of education lays stress on cognitive domain only and totally neglects the affective domain and thus separates head and heart. Students learn in excessive competition environment and students fail to comprehend why they are studying different subjects and how their schooling will be helpful to them. They hardly know how they should care about the environment and other social and moral issues. The mark of an educated person, wrote Plato in The Republic, is the willingness to use one's knowledge and skills to solve the problems of society. True education equips individuals to live creatively, responsibly, and peaceably in a society who could become agents of change for a better society and it will be done if and only if education is value oriented. Improvement of quality of education is not the only reason for value education, we need value education today because values among students is decaying at the fastest ever speed in our country and contemporary world. Despite the progress our country is heading towards, our society is replete conflicts, corruption and violence. There has been distortion in our value system. Wherever we look, we find falsehood and corruption around us. We are interested in our own families and not in fulfilling our responsibilities to society, we have become greedy and selfish.

Children indulge in crime, violence in school and outside. Mass media has senselessly gripped our children, though questioning attitude and critical thinking needs to be encouraged in children, many students treat teachers with disrespect and question out of arrogance. Drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role model is prevailing everywhere in the society. In general sense parents, schools and public feel that our youth have lost values of civility, respect and responsibility. So to do away with such value degradation we need value education. Because if we produce individuals who are self-centered, aggressive, competitive and greedy, we can not have a society that is non-violent, peaceful, cooperative and harmonious in fine value based society. Although value education is responsibility of both parent and public but school, ought to take the major responsibility. So, school personnel have an obligation towards providing value oriented education.

The idea of what values should be fostered through education has been best expressed in the Constitution of India. The Indian Constitution has explicitly laid down fundamental duties of its citizens in Article 51A emphasizing that every Indian citizen would: - ·

'promote harmony and spirit of common brotherhood, transcending religious, linguistic and regional or sectoral diversities;
renounce practices derogatory to the dignity of women;
value and preserve the rich heritage of our composite culture;
protect and improve the natural environment;
develop the scientific temper;
abjure violence and
strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement'.

In its Preamble itself, the Constitution lays down four universal values:
JUSTICE, social, economic and political;
LIBERTY of thoughts, expression, belief, faith and worship;
EQUALITY of status and of opportunity; and to promote among them all;
FRATERNITY, assuring the dignity of the individual and the unity and integrity of the nation.

3.4 Approaches and Strategies

Education must provide the thrust of nurturing values. Some organizations/schools prefer to keep value education as a separate subject while others consider values to be integrated with regular school activities.

In any face value education should be one of the components of the entire school curriculum, and it deserves special attention and teachers can do so with help of stories, biographies, poetry, songs, drama, meditation, prayers, group activities, value clarifications etc.

3.5 The Whole School Approach

In the whole school approach, value education is woven into the totality of educational programme in schools from books to school activities, methods of teaching, the manner in which events are celebrated and even teachers, people serving on the school board, administrative staff reflect and inculcate values. So most special role is played by teacher for the same reason every teacher is a teacher of values.

The Values run through curriculum be it hidden or direct curriculum and the pedagogical approach. In this approach teacher-student interaction requires a great deal of openness.

The subject matter is not only important but the total school management, administrative staff is geared towards value education. The whole underlying idea of the whole school approach is integration. i.e. integration of individual's concern with the society with his/her physical and ecological environment and the diversity within the culture. It is the integration and harmony within self and others around. (NCERT, Educational Values in school A Framework)

Inclusion involves adopting a broad vision of education for all by addressing the needs of all the learners including those who are vulnerable to marginalization and exclusion such as migrants child laborers, refugees, or displaced children, religious, language and ethnic minorities, children with disabilities, abused children, nomadic children, children with disabilities, HIV/AIDS, orphans, child domestic workers, poverty stricken children etc.

Thus inclusion is about welcoming diversity, benefiting all learners, not just targeting the excluded and providing equal access to education for all children as inclusion is all about identification and removal of barriers. Inclusion is about the presence, participation and achievement of all students, besides it also talks about those groups of learners who may be at risk of marginalization, exclusion or underachievement. (UNESCO, Guidelines for inclusion, 2005)

4. CONCLUSION

Thus after comprehending minutely about all the three concepts we saw that how both peace and value education are extremely important to foster inclusion which is an all embracing societal ideology. The biggest challenge still in front of us is to incorporate peace and value education in such a way that it inspires us to adopt inclusion from within which is the need of hour. All the three concepts are interrelated, the more peace and values we inculcate in our tender generation the more inclusive it will become and the more inclusive it is the more at peace and value based our society will become.

5. REFERENCES

[1]   Mishra, Loknath. (2017), Enclopaedia of peace education,vol.II, pubished by S.B. Nangia for APH Publishing Corporation,Ansari Rd.,Darya Ganj,New delhi-110002.

[2]   Ruhela, S.P. & Nayak, Raj Kumar. (2011), Value Education and Human Rights Education, vol. II, published by Suresh Chandra Sharma for Neelkamal Publishing Pvt. Ltd. ,Paschim Vihar, New Delhi-63.

[3]   www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf Retrieved on 4/4/2017 at 5.40 p.m.

[4]   unesco.unesco.org/images/oo14/001402/140224e.pdf. Retrieved on 5/4/2017 at 6.55 p.m.

[5]   www.achva.ac.il/sites/default/files/achvafiles/r&d/institute/rd/PEP%20Curriculum%20FINAL%20-%20Sep2011%20Revision.pdf.   Retrieved   on   4/4/2017 at 9.42 p.m.

[6]   www.ncert.nic.in/departments/niedepfe/Final.pdf. Retrieved on 4/4/2017 at 10.51 p.m.

[7]   unesdoc.unesco.org/images/0015/001502/150262e.pdf. Retrieved on 4/4/2017 at 6.27 p.m.

[8]   https://en.wikipedia.org/wiki/Peace_education. Retrievd on 23/3/2017

[9]   https://www.reference.com/world-view/importance-values-education-dc0dc6aaf34fc4c9. Retrived on 23/3/2017