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Aims and Objectives of Peace Education

Peace education's primary aim is to impart knowledge and combine learning, training, information, and action to enhance individuals' intellectual and emotional development. Peace education is a transformative journey designed to cultivate qualities, aptitudes, and abilities that enable individuals to develop a critical understanding of national and international issues, work effectively in groups, engage in free and open discussion, and make value judgments and decisions based on a comprehensive analysis of relevant facts and factors. In essence, peace education is a proactive approach to intellectual and emotional growth, aiming to foster a society that is better equipped to understand and address conflicts at all levels. Moreover, it is essential to channel the energies of youth to the all-important agenda of peace in the country, inspiring hope for a more peaceful future.

Peace education plays a crucial role in preventing conflicts. It aims to educate individuals and society on a peaceful existence based on nonviolence, tolerance, equality, respect for differences, and social justice. It equips students with skills for nonviolent resolution and reinforces these skills for active and responsible action in society, promoting the values of peace. The ultimate aim is to teach everyone to live in peace with each other, discourage violence, and promote equality, instilling a sense of urgency and responsibility in our collective pursuit of social justice.

One of the key aims and objectives of peace education is to make students understand alternatives to war. Developing intercultural understanding is a fundamental aspect of peacebuilding. Peace education is most effective when it fosters respect for other cultures and each other. Peace Education's core objective is encouraging students to build values and skills. Therefore, it is crucial to integrate a curriculum for peace education at the tertiary education level, paving the way for a more peaceful future.

The Role of Education in Maintaining Peace in life Includes:

• Education builds confidence and faith: The more students get educated, the more they become accustomed to peace. It helps to work to maintain peace.

• Education builds independent thinking. It lets people develop new ideas and make perfect sense of the world. When educated, people become leaders who promote peace, positivity and hope worldwide.

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• Communication skills are essential for peacemaking: Students acquire the communication skills necessary to resolve conflicts and achieve peaceful coexistence.

• Education fulfills the most crucial need of a person's life: It gives people food and helps them eliminate poverty. So, education allows people to maintain peace and harmony, earn money, and become less aggressive.

• Education equips people with the ability to solve problems nonviolently: Peace education's most considerable scope is that it encourages problem-solving capability and teaches students to think logically. The central concept of peace education is to make people aware of the importance of peacemaking and develop a peaceful environment.

Nonviolence is manifested through values such as respect for human rights, freedom, and trust, and social justice is realized by principles of equality, responsibility, and solidarity. To achieve these ideals, peace education programs worldwide address a wide range of themes, including nonviolence, conflict, resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, co-existence, and international understanding and tolerance of diversity. For peace-building initiatives to remain sustainable, attitudes towards wars and violence must be transformed and translated into long-term behavioral change, which seeks alternative solutions to armed conflict.

Peace Education Curriculum at the Tertiary Education level

 Higher education institutions play a vital role in peace education. They serve as a central hub where students can easily be taught to imbibe a culture and lifestyle of peace. Introducing peace education into the tertiary education curriculum will, to a reasonable extent, address the problems of structural and cultural violence. Structural violence consists of deliberate policies and structures put in place by the government that cause human suffering, death, and harm. In contrast, cultural violence includes cultural norms and practices that create discrimination and injustice.

Peace education in the curriculum will create an awareness that could minimize the degree of poverty and social inequalities. If introduced in the curriculum, peace education will help tackle the problem of bribery and corruption, which, like cankerworms, has eaten deep into the fabric of many societies. The curriculum content, which includes human rights, civics, and citizenship

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education, would frontally confront corruption, thereby boosting the national economy and development.

Moreover, the introduction of peace education into the school curriculum will eradicate incidents of school violence resulting from cult-related activities and the negative attitudes of most students' antisocial behavior. These have, in most cases, disrupted educational programs and led to the loss of lives of both teachers and students. Integrating Peace Education into schools is a strategic goal of the Global Campaign for Peace Education, as formal education plays a fundamental role in producing and reproducing knowledge and values in societies and cultures.

The change should begin in all general education courses offered in general education. Interpretation, analyses, and discussions in classes such as languages, literature, education, Philosophy, History, and Religion. For instance, instead of glorifying war, educators may focus on the fact that wars have always been more destructive than constructive to all those involved. As such, emphasis could be made on how war could have been avoided had appropriate conflict resolution and negotiation skills been applied. Moreover, Languages, Literature, and Philosophy courses could highlight cultural similarities instead of differences, bringing the world's various cultures closer to each other rather than encouraging discrimination and supremacy. Therefore, the introduction of peace education will also inculcate into the minds of the youth the value of peace and put a check on the twin problems of ethnicity and religious extremists.

Introducing peace education into the school curriculum at the tertiary education level will help equip the next generation with the right mindset to take their place in political, social, and economic development. To assume political leadership void of tribalism, nepotism, and the assassination of political opponents, the youth must cultivate a mindset of peace in their university education.

Peace Education and National Development

Conflicts, wars, violence of different forms, fear, and the general absence of peace have been the major obstacles to global development in political administration, economic affairs, social events, security, and education. Therefore, peace education is seen as a vital tool for national development. In conflict and post-conflict countries where civilians have been both victims and perpetrators of violence, consequences like fear, broken trust, and social and political division

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can be found as the most challenging obstacles to peacebuilding. Peace education is seen to help rebuild peace in a post-conflict environment by reducing economic, social, and ethnic polarization and creating conditions for sustainable peace and a culture of dialogue rather than violence.

The characteristics of functional education that can foster peace beyond rhetoric must include themes of relevance, practicability, accessibility, empowerment, emphasis on acquiring practical skills and knowledge for gainful daily employment, and self-reliance. In other words, functional education should emphasize self-reliance in the recipients, thus preparing and equipping them to be self-reliant. This will go a long way in reducing potential conflicts and positively enhancing prospects of peace.

The relevance of peace education to an individual, the family, the society, and the world usually manifests itself in the total eradication or reduction in the rate of crimes such as inter-tribal/religious disunity within the country, militancy, occultism in schools, theft, political crisis, rape, and killings. Others include hatred, prejudice, pride, and murder; peace education can be replaced with love, patience, tolerance, dialogue, and understanding, which foster peace and unity.

The implications of peace education for national development include the following:

Stable education system: with the culture of peace and other peace-promoting factors, the educational system would be stable, safe, orderly, and productive. There are many cases of cultist battles and other violent activities that lead to the shutdown of school programs.

Citizen-friendly government: Many criminal activities are the products of a nonchalant government. For example, many youths become armed robbers because the government does not provide jobs after graduation. However, with good governance as a peace-promoting factor, the government becomes friendly to the citizens, and peace reigns.

Uninterrupted economic activities: Trade, employment, and other economic transactions become stable, progressive, and productive when society has a peaceful atmosphere, which can be attained through peace education.

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Beneficial international relationships: A peaceful life fosters fruitful relationships, including international relationships on social, educational, economic, and political grounds.

Sound health: Peace is instrumental to physical, emotional, and mental health. Peace is spiritual health, so peace education should be operational at all levels.

Security: The absence of war, conflicts, violence, and peace makes life and properties secure. This is part of national development; in fact, people prefer to migrate to live where there is peace.

Peaceful existence: unity, harmony, and world peace through understanding are among the values in national philosophy that education should actualize. Thus, peace education can promote unity, harmony, and peaceful interactions and relationships among different individuals and societies for the prosperity of global environmental peace.

Curriculum for Peace Education and National Development

The curriculum for peace education should be centered on democratic and conflict resolution principles. Students at the tertiary education level must be taught not to resolve conflicts through violence and war but instead through dialogue. This kind of peace education should foster a positive conflict orientation in the university community by training students and community members to view conflicts as a platform for creativity and growth. The aim is to produce citizens who will eschew violence and wars in society and maintain peace.

Peace education is most effective when the curriculum planners and implementers learn and know the skills and knowledge of peace and conflict resolution. A cooperative relationship will ultimately help prepare the students to live in a peaceful society. The curriculum should cover intercultural teaching and learning, democracy and human rights education, critical discourse analysis in media, and contemporary history teaching. Peace education is the values of respect, understanding, and nonviolence, which present skills for analyzing international conflict, educating for alternative security systems, and using a pedagogy that is democratic and participatory. Peace education as a practice and philosophy refers to matching complementary elements between education and society, where the educative process's social purposes, content, and pedagogy are conducive to fostering peace.

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Themes of peace education are vital for curriculum for national development, including anti-nuclearize, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, co-existence, and gender equality, among others. In the present world, there is an urgent need for new strategies of peace based on the common fundamental interest of humans rejecting the use of force, recognizing the close inter-relationship between culture and peace, and the extension of interdependencies in reducing economic disparities.

At the tertiary education level, a peace education curriculum should lead to a greater awareness of problems, a sense of responsibility, and active involvement in promoting equal rights, economic and social development, and mutual respect and understanding among nations. The power of informed public opinions internationally in influencing governments towards peace and disarmament should not be underestimated. This will help identify and overcome the structural, conceptual, and cultural obstacles to peace.

A peace education curriculum should teach students how to manage and resolve conflicts, manage and form interpersonal relationships, enforce authority, and communicate the values and skills for peacebuilding, which are essential prerequisites for national development and stability.

Constituting the defenses of peace education requires the development of a peace education curriculum. Suppose peace education must be used in tertiary education. In that case, it must not be implemented as a separate subject but as a creation of a peace dimension across the curriculum as a transdisciplinary education in all the courses taught at the university. In other words, elements of peace education are mainstreamed into all instructional activities in all the courses in all the years of study. Mainstreaming peace education across the curriculum implies using peace-prone instructional methods and strategies. These methods and techniques that promote interactive learning processes include cooperation in group work, peer teaching, problem-solving, discussion, role plays, mediation, consensus building, negotiation simulation, and other learner-centered instructional strategies. These participatory instructional methods are used in teaching topics whose learning aims relate to knowledge, attitude, and skills of peace education.

Approaches to Peace Education Instruction

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The Integrative Approach to Peace Education Instruction:

Elements of peace education are integrated into all the courses of study at the tertiary education level to promote a culture of peace of mind. The integration occurs at the content, instructional methods, and materials level. While developing and presenting the learning content of any subject of study, the teacher endeavors to identify and highlight any items or ideas related to the essential elements of peace education and the keys to promoting the culture of peace. These peace education elements are integrated appropriately into the learning process and mainstreamed across the curriculum. Mainstreaming peace education across the curriculum implies using peace-prone instructional methods and strategies. These promote interactive learning processes such as cooperative group work, peer teaching, problem-solving, discussion, role plays, mediation, consensus building, negotiations, and simulation, apart from presenting participatory, collaborative, and problem-solving abilities in learners. Each of these instructional strategies is experiential based, and these participatory instructional methods are used in teaching topics whose learning aims relate to knowledge, attitude, and skills of peace education.

Cooperative learning technique:

This is a technique in which the smallest group of students study in face-to-face interaction, cooperating to complete a common task. This technique is very successful in lower and higher elementary school grades as a teaching method and for creating a positive atmosphere in the classroom, reinforcing student relationships, and creating intergroup friendships. The pedagogy used in peace education is cooperative and active participatory, including case studies, story-telling, role plays, empathy activities, negotiation and mediation practices, journaling, and discussion circles.

Intercultural training programs:

The technique will be developed based on the idea that adopting knowledge and development skills is the basis for gaining positive attitudes and behavior. This involves a group of techniques that accept the primary notion that differences between cultures are what lead to misunderstandings and conflicts between groups. Such programs assume that information about the values, customs, and practices of the members of a different culture contributes to a better understanding of others, thereby reducing prejudices, negative stereotypes, and tensions between

people from different cultures. Educating students about both cultural similarities and differences is a significant factor in reducing prejudice.

Local peace initiatives:

This program implements peace education in collaboration with local universities. The initiative aims to develop the capacities of local youth/students at the universities to promote peace education and thus promote social cohesion in society. The program is based on the Training of Trainers model, whereby teachers would train a group of selected university professors and lecturers as trainers in each university, who would then run capacity development workshops with university students/youth. The trained youth would then engage in debates, interactive activities, and action projects to concretize their learning.

Universities collaborating to develop peace program:

Peace education should be held by universities considering their important role in peace education for the young since they are the right place to nurture peace education. Universities, including faculty members and students, can collaborate with peace education practitioners, international organizations, and local communities to promote a holistic approach to peace education and contribute to developing sustainable peace-building initiatives. By fostering collaborative learning, students can gain valuable skills in effective communication, teamwork, conflict resolution, and embracing diverse perspectives. They can develop the ability to actively listen, engage in constructive dialogue, and find common ground with their peers. This is because collaborative learning promotes critical thinking, problem-solving, and creative approaches to addressing complex issues.