Review

Designing a peace education programme for secondary schools

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Peace education programme in a school is basically a character building intervention based on a human, civic, moral, and spiritual value system with stress on developing peaceful living competencies in children. A peace education programme can incorporate all such good efforts. The innovation should be evolutionary, i.e., building on the existing efforts rather than to be revolutionary in trying to be different or go against them. In this paper we discuss designing a programme at the management level. Designing a programme begins with identifying the existing needs & needs have to be stated in form of objectives. In deciding the objectives it is necessary to analyze the existing apparent conditions. A school has to continuously work to strengthen and nourish the existing school culture. With this objective in mind the school can select current world issues to raise the global awareness in the students. A peace education programme can put together all the character-building efforts of school into a single project with a view to ensure the effective implementation.

Key words: Peace education, conflict resolution and secondary school

INTRODUCTION

The school timetable should have enough planned activities and provision of incorporating value of peace in life, so that students are adequately exposed to peace making behaviors. Enough opportunities should be given to students for participation in activities which are conducted to fulfill the aims of peace making behaviors. Such participations are bound to help the children to drive a sense of peace and harmony. School should try to develop a suitable teaching-learning environment, so that the students can develop the traits of leadership for tomorrow. With the help of such activities, their minds become fertile grounds for conceiving ideas based on peace and harmony.

On the base of this trait the students start doing services in and around their areas for extends and doctrinarism of peace when an individual is able to transcend the levels of selfish existence through the helps and services rendered to others, and he becomes the guardian of peace. Around him, a team can be built, consisting of like minded individuals. Encouragement for participation in scouts and guides, cubs and bulbuls, sports, National Cadet Core, national service, cultural programs, and several healthy contests conducted by various approved agencies; motivation towards becoming the members of local peace organizations, visit to the riot-affected areas, are some of the methods through which school can develop the culture of spreading peace education practiced in the form of social service rendered to needy people and society in and around the school.

If a school has to be effective and successful in such endeavours of developing and spreading peace through timetable and curriculum transaction and experiences, it should have a strong team of suitable teachers, who are interested and are keen in undertaking suitable activities. The role of schools imparting peace education is many folds. In the different dimensions of the role of schools in spreading the peace education. It is in this context that the school has to play a positive and constructive role to strengthen the innate human potentials and natural one's true self. It is useful to go in details about the school's organizational climate, because the role of school in peace education mostly dependents upon the organizational climate. As per Dr. M. Sharma 2007) "Organizational climate may ultimately be defined in
terms of interaction that takes place between organizational members as they fulfill the prescribed role while satisfying their individual needs.”

If the school is having open climate in which the organization and the members enjoy high morale in general and high inspirit in particular. In other words in this climate, as a whole, the teachers enjoys social need satisfaction as well as job satisfaction on account of high inspirit. They feel sufficiently motivated towards accomplishment of the task and to keep the organization moving.

In autonomous climate, the Principal gives complete freedom to the teachers. This situation provides a chance to the teachers and students to interact freely amongst themselves and with the higher authorities. In this situation morale of the teacher becomes high. In familiar climate the behaviours of educational pillars - the Principal and the teachers, the teachers and the students, are friendly. In this situation everyone in the school campus is considered the part of a big happy family. The social and educational needs satisfaction is extremely high.

Every society bears a pledge of educating generation for peace and harmony of its own kind. Since long we have schooling as one of the most important mode to educate children for peace and feeling of brotherhood. Classroom is an ideal laboratory for testing educational theories and conducting experimental studies and action research. Teacher being facilitator of teaching -learning has large inculcation opportunities and therefore, can contribute a great deal to the growth of peace understanding and practices. Now, it is the duty of educational pillars that they create such environment in which students can learn how to live in the society with peace? How to save mankind from violence and riots? These are the questions before educational pillars.

The teachers are having the potential to come over such questions, as they prepare citizen and create manpower for every sector of human activity. In my involvement with teaching profession over two decades; I have defined to myself, what role a teacher can play in importing peace education. Teachers are the right agencies for preservation and transmission of peace amongst the children. Therefore, teachers should develop these qualities in themselves before preaching children about peace. A teacher who becomes a role model has already acquired many traits. He treats all his students as his own children. He shows no discrimination amongst students. He always talks to them with love and affection. He always runs to help anyone who is in need and distress. He always does everything sincerely, seriously and honestly. If so, all the rest follow automatically Peace educators, then, teach the values of respect, understand-

ing, and nonviolence, present skills for analyzing international conflict, educate for alternative security systems, and use a pedagogy that is democratic and participatory. Thus, peace education as a practice and philosophy refers to matching complementary elements between education and society, where the social purposes (i.e. why teach), content (i.e. what to teach), and pedagogy (i.e. how to teach) of the educative process are conducive to fostering peace. Accordingly, peace education is a dialogical experience conducted through participatory learning, where learners communally and cooperatively grapple with contemporary issues (i.e. talking points) related to local and global contexts.

So, where do educators begin? What are the problems? What are the values and methods of education for peace? How do educators develop peace education programs? What are conceptual frameworks to help teachers and learners understand conflict, violence, and peace education? How does education for peace address conflict differently than traditional education? Why should students have to study peace education and diversity issues? Isn't this discourse merely distracting youth from the more important goal of learning core subjects and enhancing their primary skills toward a specific chosen vocation? And isn't an extra class just an increased tuition burden during the current economic recession? I believe educators should focus more on maintaining creativity, which is often lost when growing older and burdened with more responsibility in a world dictated by economics that demand the sale of one’s time and labor over the nurturance of a meaningful vocation. Accordingly, there have been a number of frameworks designed to illustrate the content of peace education, as well as the instructional methods appropriate to the content. This paper will discuss those frameworks and present model peace education programs.

Peace education programme in a school is basically a character building intervention based on a human, civic, moral, and spiritual value system with stress on developing peaceful living competencies in children. In fact every good school has moral and values educational programmes in some or other form. A peace education programme can incorporate all such good efforts. The innovation should be evolutionary, i.e. building on the existing efforts rather than to be revolutionary in trying to be different or go against them. A single interested teacher can design a peace education programme for her class. However, if it is to go beyond the classroom level interest, the support of the principal is necessary. A principal who wants to introduce it to his school can design a programme with the support of the staff. Here we discuss designing a programme at the management
Identify Needs

Designing a programme begins with identifying the existing needs. Suppose in a school teacher observe constant restlessness in students. This state of midst expressed through the forms of quarrelling, fighting, complaining, shouting another various disturbing forms of behaviour. Suppose to aggravate the problem teacher begin to see that students are increasingly getting into smoking. They seem to take a proud act of masculinity, a fashion they have learnt from the mass media. Parents and teachers are also not satisfied with the present attitudes and the mindset of the adolescent students in the school. For example, they have little respect for others, including teachers. The relationship with the teachers is getting distanced gradually. Mutual respect is deteriorating even among themselves. Teachers and parents also complaints increasingly about bullying. Students’ attitudes towards the country, culture and the social problems are mostly negative. You wonder how they could ever be good citizens and you want to change the way things go.

Determine Objectives

Given this as the state of arts, what needs do teacher identify here for a peace education programme such needs have to be stated in form of objectives. For instance, from the above situation you can decide the following objectives:

- Reduce restlessness of students in the classroom and school.
- Implement strategies to prevent and reduce student conflicts.
- Develop an awareness project for students and parents on conflict and violence.
- Organize a counseling service to prevent students from drug addiction.
- Identify preventive strategies that could be taken to stop smoking.
- Initiate a peace Education Programme with emphasis on developing respect and concern for others, healthy patriotism, concern for the society and citizenship.

In deciding the objectives it is necessary to analyze the existing apparent conditions. The problems you see on the surface may often be symptoms of deep causes. For instance, in the above case one has to question what the causes for student unrest are. If the actual root causes of the problem are not identified then the superficial measures taken externally will not resolve them. In the above case the deep causes might be that students’ true intellectual, social, and spiritual needs are not addressed by the school. They may be discontented with the present teaching process and lack of relationship with the teachers. A peace education programme addresses the deep psychological causes of the seeming problems. Such analyses of the causes are important in breaking the broad objectives into specific objectives. For example, the first objective “Reduce restlessness of students in classroom and school” might be broken into such specific objectives given below:

1. Improve the quality of teaching and learning process in the classrooms by introducing new methods such as participatory learning, through staff development and supervision programme.
2. Set a period at least once a week in the class to voice and express students problems related to learning and other needs with the class teacher. Take prompt action to address their problems and needs.
3. Practice relaxation exercises, meditation or short energizing physical games and activities when the teacher feels students are beginning to show restless behavior.

Perhaps a teacher from a school may not see such deficiencies and tends to think that peace education is only for problem-schools but not for his school. In fact starting from problems may not appeal to some. Instead one can start from a positive approach and identify the necessary developments in children from the existing situation. Strengthening the present positive attitudes and behavior is always necessary. Perhaps when the positive qualities develop the negative ones may easily disappear. Even a best school needs to keep going all the good traditions established there in. Introducing new traditions and attitudes are necessary all the time. A school has to continuously work to strengthen and nourish the existing school culture.

Levels of Needs

In identifying needs, your scope should be broader rather than being limited to one level. There are four levels of needs, to be identified in designing a peace education programme. They are

- (1) Individual or self-development level
- (2) School level
- (3) National level and
- (4) Global level.

There are many important self-development needs in children that are not sufficiently addressed in the process of schooling. The mostly felt need is building an effective, integrated personality in the child with positive self-esteem. To live peacefully an individual has to have many skills. For instance, skills related to affirmation, positive thinking, empathetic listening and communication, assertive behaviour, decision-making and critical thinking are very important (We have discussed them at length in the earlier chapters). School should help children to develop such skills so that they
are empowered as individuals in the society. At the school level, the predominant need is to have a peaceful climate, i.e. a peace culture. When there is such culture, children will naturally absorb the spirit of peace from it. There is a popular saying that peace has to be taught rather than be taught. Initiating a peaceful culture in school should start from with ill the staff, by developing attitudes and behaviour of appreciation, co-operation, belonging, trust and spirit of learning. By way of developing a friendly and mutually respectful teacher-pupil relationship a peace culture will bloom naturally in the school.

To ensure it, the school has to introduce a living system of peace values, norms and practices into the daily life of the school. In this context it is necessary to change the teacher-centered classroom approach to child-centered learning. When there is active and participative learning in the classroom, using interesting teaching and learning methods a friendly and lively atmosphere marked by creative expressions of potentials and self-discipline will emerge naturally. Teachers have to identify many effective strategies and practices that could transform the school into a place of peace and harmony. Taking the national level into consideration, a school has to focus on the current citizenship education needs of the nation or the country. This aspect of citizenship education is an integral part of peace education. Education is entrusted to produce good and productive citizens to the nation. In this regard learning and understanding the current socio-political and economic problems and issues is also important. Students as future citizens need to develop healthy and realistic perspectives to view their problems in the society. Coming to the global level needs, it is important to recall the fact that the ultimate purpose of education is to produce a world citizen. No country can live in isolation in the present. Children have to develop a sensible worldview. The need here in is to broaden the vision. With this objective in mind the school can select current world issues to raise the global awareness in the students. Such issues maybe selected from the themes.

- Commonality and diversity of human cultures
- Population
- Destruction of the ecosystem/pollution
- Gender issue
- School violence
- World poverty
- Problem of war/terrorism
- Trading relationship
- World cultures
- Animal rights/animals threatened by extinction

In designing a peace programme for the whole school, it is always necessary to discuss with the members of staff to order and assure the validity and relevance. Parents also can provide good insight. The existing values programmes need to be studied analytically in order to find their strengths and weaknesses. Furthermore a survey of the present curriculum has to be done to identify the given peace values in it. What are the relevant values, concepts or issues that could be further included to enrich it? Perhaps you can learn from the experiences of the existing good moral or values education programmes in the neighborhood schools as well. The intended programme also needs to be checked by the students’ opinion. You can present the basic programme to a sample of senior students in an easy to understand way and get their views. By way of giving a checklist to a sample of students it could be validated.

Prepare Plan of Action

A programme is a series of activities put in a time sequence frame in order to achieve certain predetermined objectives. What are the activities that will bring students towards the expected goals? They should be relevant to the achievement f the specific objectives. The activities in a comprehensive peace education programme come under six levels.

1. The staff development level.
   (e.g. school based teacher development, model lessons, reading)
2. School management level
   (Preparation of peace education policies, supervision, evaluation, facilitation)
3. Formal subject teaching and learning level
   (i.e.. Incorporation of peace values into lesson development)
4. Classroom management level.
   (e.g. Classroom code of conduct)
5. Co-curricular school activity level
   (e.g. Peace week, organizing lectures, peace committee )
6. Community level.
   (e.g. Raising community awareness about the harm and negative effects of smoking)

In the proceeding chapters more suggestions for activities are given. An action plan should also be devised for responsible persons or groups who will implement each activity. Delegating the responsibilities to suitable teachers is necessary.

Run the Programme

The most important phase of a programme is the implementation of activities. As mentioned above, the activities are done during the delivery of the curriculum classroom interactions, and in co-curricular projects within the school and the community.
Monitor the Activities

To assure oneself, it is necessary to remind, check the preparation, counsel, and facilitate and supervise the implementation. It is necessary to check what has happened and to what extent things have gone according to the plan. The monitoring is necessary both at the administrative level and professional level. In a programme of this nature monitoring usually takes the form of supportive and friendly supervision.

Evaluate

To evaluate is to judge the worth of a programme. It determines to what extent the peace education programme has been able to achieve the objectives. Evaluation is done in two phases, namely during the implementation in order to correct and improve the process then and there, and at the end of the programme to judge the effectiveness and to learn from the experience with a view to enriching and planning the next cycle of the programme. Evaluation is done on the basis of the objectives determined at the beginning of the programme. The achievements of a peace education programme is not so easy to measure as compared to other subjects like mathematics because of its subjective nature of the learning experiences received. New insights and learning gained during the experience surely have their impact on behaviour. However, such affective learning needs to be related to new conducts expected. The emphasis and establishment of new patterns of conduct and norms are necessary. For this purpose every peace learning activity should follow a discussion on ways of applying what was into an everyday behavioral pattern. Thereafter they need to be strengthened by constant reinforcements. A proceeding chapter discusses further the methods of evaluation of peace education.

CONCLUSION

A peace education programme can put together all the character-building efforts of school into a single project with a view to ensure the effective implementation. The role of the principal's leadership is crucial. The process of planning the programme has identifying needs, deciding objectives, deciding activities, implementation, monitoring and evaluation.

Lesson Plan on Peace

• Title: Lesson on conflict resolution

• Objective

1. To develop in children the ability to identify conflicts.
2. To help children analyze conflict of rights using their own experience.
• Age group: 12-15 years

• Methodology

1. In the middle of the board write the word “conflict” in a circle.
2. Ask the class what they think the word means.
3. Ask for memories or thoughts it evokes. Each time something is suggested, draw a solid line from the main circle and add the word or phrase that has been suggested. When children begin to suggest ideas that are related to ideas already suggested, link them to the appropriate previous suggestion, not the main circle (so as not to discourage them). Continue while interest remains high.
4. Ask the questions below, which draw out some general ideas about conflict.

• Questions

a. How could we define “conflict”?
b. What do the conflicts we identified have in common?
c. What causes conflicts?
d. What makes them worse?
e. What prevents or solves conflicts?
f. In the examples, whose rights are ignored by whom? Which rights?

• Evaluation and follow up

Ask the class to keep a diary of conflicts that they see for a week. Ask them to identify conflicts which are solved in a useful way, conflicts which waste a lot of time, or which recur a lot. It may be useful to sort these conflicts into categories. For example, friendly/ angry, simple/ confusing, violent/ nonviolent. Tell the class that stepping back from a conflict and analyzing it is a first step for solving it in a way that respects the rights of everyone.
involved.
Review the written work of the follow up.

REFERENCES


