

ROLE OF TEACHER IN PEACEBUILDING

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Abstract

It is not enough to teach children how to read, write and count .education has to cultivate mutual respect for other and the world in which we live and help people for more just, inclusive and peaceful societies.

—UN Secretary-General Ban Ki-Moon

Peace is the only religion for both man and the universe. In a peaceful environment everything is possible, whereas in the absence of peace, we cannot achieve anything of a positive nature, either as individuals, or as a community, or even at a national or international level. But establishing peace is the toughest task today. We are advancing toward a global society in which most of the developed nation wants to emerge as the superpower above all. This scenario is not only at the international level but at the individual level, such mentality prevails. Today we are lacking in values, morality, tolerance, and patience. In such a situation, the question arises as to how peace is to be established in society. The answer and solution lie in the education system. Education transforms the nation and teacher is the most important pillar of the education system. Thus the global peace can be established through the transformation of education and educator. Teachers have to play a pivotal role in establishing peace by transferring values. Professional development for teachers is considered vital in supporting teachers to ensure equity, peace and social cohesion. Teachers have to redefine their roles and abide themselves to the social cause. The present paper is an effort to look into the need for peace and the role of the teacher as a mentor in establishing global peace.

Keywords: *Peace, Peace Building, Peace Education, Transformation, Global peace, Sustainable peace, Role of the teacher.*

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Introduction

Peace within us is essential for creating a world of peace. Because all of life is interconnected, our fear, hatred and anger decrease the peace in the world, whereas our love, joy and gratitude increase the peace. Peace has been defined in various ways. It is defined as-

- A stress-free state of security and calmness.
- A state when there is no fighting or war.
- Coexisting in perfect harmony and freedom.
- Absence of mental stress or anxiety.
- State of tranquillity or quiet.
- Harmonious relations, freedom from a dispute.

Peace is not innovation or a concept. It has its root in ancient literature. According to Yajur Veda- “May there be peace in the heavens, peace in the atmosphere, peace on the earth. Let there be coolness in the water, healing in the herbs and peace radiating from the trees. Let there be harmony in the planets and the stars, and perfection in eternal knowledge. May everything in the universe be at peace? Let peace pervade everywhere, at all times. May I experience that peace within my own heart”. — *yajur veda* 36.17). *Faith, love, and truth can be seen as the form of peace. Under the state of peace, people put others above themselves. Peace should not be a phenomenon for the short term it should be permanent.*

Under the conceptions of peace, sustainable peace must be regarded as an important factor for the future of prosperity. Sustainable peace must be the priority of global society where state actors and non-state actors do not only seek profits shortly that might violate the stable state of peace. For sustainable peace, nurturing, empowerment, and communications are considered to be crucial factors throughout the world. Firstly, nurturing is necessary to encourage psychological stability and emotional maturity. The significance of social value inadequate nurturing is important for sustainable peace. Secondly, to achieve real security, inner security must be secured along with arranged social systems and protection based on a firm foundation. Lastly, communications are necessary to overcome ignorance and establish a community based on reliable and useful information. It will prevent isolation to take place which is critical to bring sustainable peace.

The Preamble to the Constitution of UNESCO declares that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” The growth of global challenges such as inequality,

exclusion, violence and sectarianism has resulted in a foreseeable social intolerance that drives humanity apart. Peace emerges in the conscious and subconscious of the person that can outshine and contribute to peace in the surrounding. One can be peaceful if his speech, his act, and all his activity in no way harm or if the surrounding community cannot fear of his speech or act in a far distance. Man is what he thinks, the complete sum of all his thoughts and actions. If one becomes Peace within himself, he is surely at peace with the community. And, no fear would make him lose confidence in his behavior. Peace emanates from positive thought and timely action. A person shall have to be patient at the moment he faces a great challenge, which otherwise results in severe disaster to himself and the community. If not he will completely lose Peace within himself and distorts the peace of the community.

Level of peace

Peace exists at different levels. Various level of peace can be depicted as Follows:-

Level of peace	Mode of achievement
Personal	Inner sources faith, love, hope and respect, etc.
Interpersonal	Respect for others, justice, tolerance, cooperation.
National/social	Respect for other groups, fraternity and justice.
Global	Respect for other nations and concern for other communities.
Beyond Earth	Respect for the environment and nature

Peace education

In UNICEF, peace education is defined as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change 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 at an interpersonal, intergroup, national or international level”.

Peace education is helping to establish quality child-friendly learning environments that are rights-based, gender-sensitive, healthy and safe for children, protective of them and successful in helping them to learn. From peace-minded quality education come learners who have acquired literacy, numeracy, and important life skills such as critical thinking, decision-making, communication, negotiation, conflict resolution, coping, and self-management which can be applied to specific contexts including peacebuilding, violence prevention. Through peace-minded quality education, children and young people are empowered to participate in bringing about constructive change, both locally and globally.

Following are some peace education supportive activities that can be applied to the prevailing education system to secure peace:-

- **Supporting the development of country-based educational materials, curricula, and teaching manuals for Peace Education and Education for Conflict Resolution**

- **Sport for Development**

- **Peace and Disarmament Education.**

- **Life Skills-Based Education for Peace like YOGA.**

Educational institutions, curriculum and peace

Education institutions are now being considered as places that can improve or worsen a community's peace situation because a school is the most appropriate channel or vehicle that can foster the development of a peaceful and or harmonious society. It is believed that through peace pedagogy violent acts can diminish from our communities which have been known for quite a long time to be emerging from local communities (*i.e.*, conflicts). Hence, it has not been difficult to find fights, bullying, and conflicts among adolescents within the local communities and also now in our schools and course classrooms.

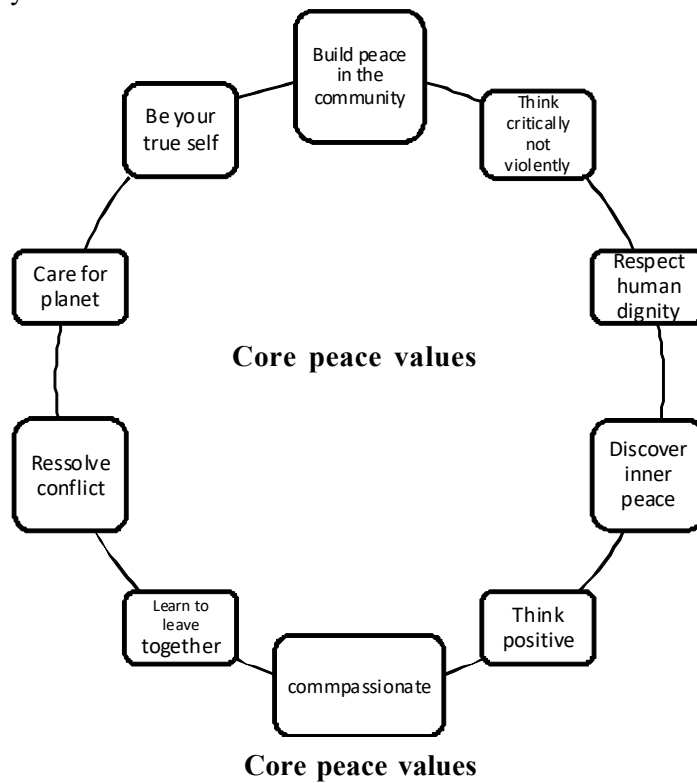
In an educational institution, it is a tall order, and not easy to achieve. This is because educational institutions have various kinds of violence instilled in the system. Moreover, the learners also bring a lot of predispositions with them in the form of values, aspirations, attitudes, prejudices, and conflict resolving strategies, etc. which allow them in the process of growing up. Such a compass of mind may be conducive or damaging to nurturing peace in the organization. Therefore, to have a peaceful environment in the institution, relevant policy and appropriate program support are essential, and the first thing to work upon. This policy will then automatically lend a direction to the curriculum. Further, peace education need not be imparted as a separate subject in the timetable. Rather, it can be the creation of dimensions across the curriculum, like a concern that may be explored in different ways with any age group and any subject. To make it an effective and compulsory business for everyone in the system, there is a need to design and implement an appropriate curriculum with the following objectives:

- To sensitize the community with sources of violence within,

- To create in the learner the awareness, knowledge and sensitivity regarding issues that deal with war and peace; power and justice; gender and race; ecology and environment; conflicts, etc.

- To develop skills in critical thinking and problem-solving/conflict resolution, empathy, assertiveness, sharing and cooperation.
- To instill in the learner the attitude of self-respect and self-esteem, respect for others, open-mindedness and vision, environmental concern, commitment to justice, etc.
- To develop pro-peace attitudes, skills and competencies in the learner.
- To work out strategies that are effective in handling violence and establishing peace within and outside the organization.

Teacher and peace – The teacher is the strongest pillar of the education system and progressive society. They are the main contributors to education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one’s life. They are considered in a way as our nation builders. They had a long-lasting impact on children in building up their future. They mold children with knowledge and values to prepare them for working life and to become a good citizen of the nation. Having teachers with the knowledge, wisdom and values is essential to achieve quality education.



The UNESCO Handbook deals with each of the core values in great detail. These ten core peace values can be achieved in several ways. These core values can be used to form a separate course on peace education. Or, these can be integrated with school subjects as well as in the curriculum of teacher education. Teachers play an extraordinary part in the lives of children for the formative years of their development and the importance of teachers is something that cannot be understated. They involve themselves in molding their students into responsible citizens of their country. Teachers are the important medium of transferring these core peace values in society through education.

Conclusion

It is easier to build up a child than it is to repair an adult. Peace education needs to be introduced to children as early as possible, in different methods. Teaching the values of tolerance, understanding, and respect for diversity can be introduced through their exposure to many different countries, geography, history and culture as an empowering them to become agents of peace in the context of their environment. The power of understanding and perspective on peace as conditions and values cannot be overemphasized. For this reason, it is confirmed that the need for a change of mind about the concepts and values is a first step to solve today's issues. Peace education is fundamental, and it is not only about the results but the process as well. Teachers have to play a pivotal role by transferring values, coordinating students, parents and society. By providing a supportive and inclusive environment and designing effective and meaningful instruction he can secure peace among the students. He has to be very firm with discipline. A teacher himself has to secure inner peace on a personal and interpersonal basis then only he can motivate his students to reach their higher potential.

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