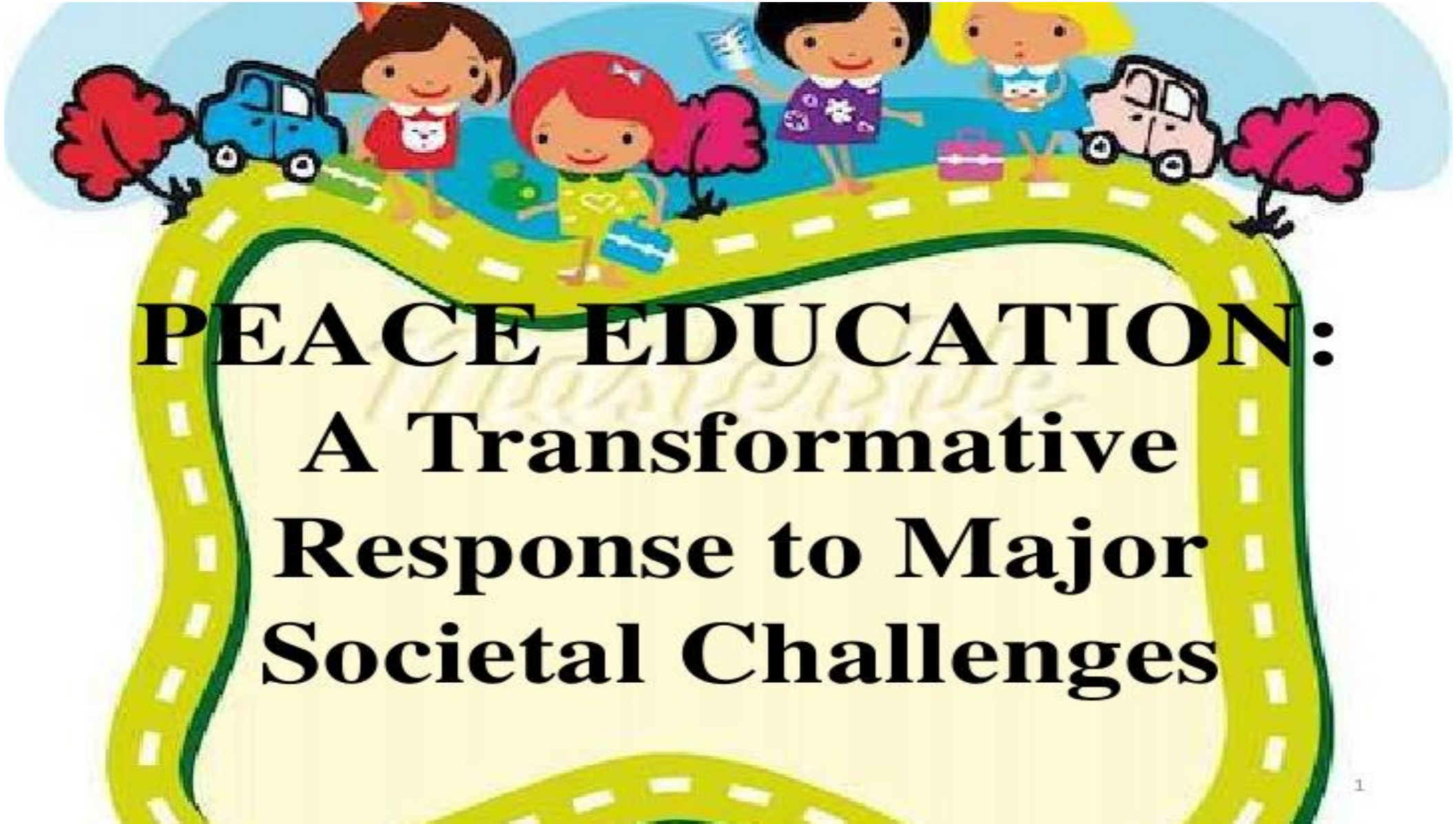
PEACE PSYCHOLOGY



PEACE EDUCATION

A transformative Response to Major Societal Challenges

INTRODUCTION

- **Peace education** is the process of acquiring the *values*, the *knowledge* and developing the *attitudes, skills, and behaviors* to live in harmony with oneself, with others, and with the natural environment.
- Ian Harris and John Synott have described peace education as a series of "teaching encounters" that draw from people:
  - their desire for peace,
  - nonviolent alternatives for managing conflict, and
  - skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

INTRODUCTION

- The ***greatest resource for building a culture of peace*** are the ***people themselves***, for it is *through them that peaceful relationships are created.*
- Educating people toward becoming peace agents is central to the task of peace building.

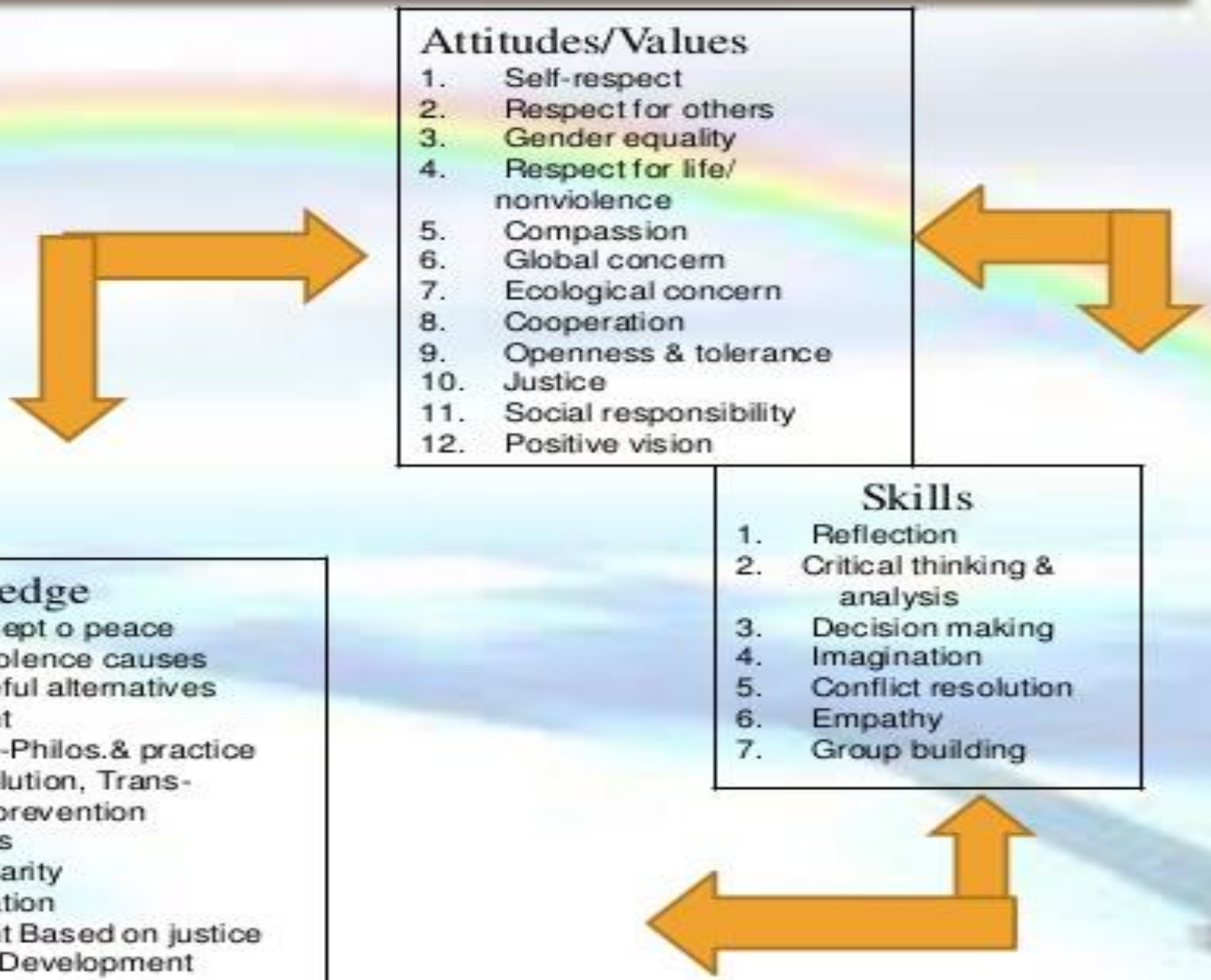
INTRODUCTION

- ***Peace building*** refers generally to the ***long-term period of building peaceful communities***, a desirable goal.
- The Philippines and the whole world as well have many problems that arise from many forms of violence. An education that responds to these challenges should be encouraged and supported.

INTRODUCTION

- Our young people in particular need *new perspectives, skills and value orientations* that will enable them to *build relationships and structures that lead to positive change and human well-being.*
- A culture of peace must replace the current culture of violence if we and our common home, planet Earth, are to survive.

Schema of knowledge, skills and attitudes/values for peace education



Attitudes/Values

It is suggested that the following attitudes and values be cultivated:

- Self-respect
- Respect for others
- Respect for life/nonviolence
- Gender Equality
- Compassion
- Attitudes/Values
- Global Concern
- Ecological Concern
- Cooperation
- Openness/Tolerance
- Justice
- Social Responsibility
- Positive Vision
- Skills

Some of the skills that need to be developed are:

- Reflection
- Critical Thinking and Analysis
- Decision-making
- Imagination
- Communication
- Conflict Resolution
- Empathy
- Group Building

Levels of Peace

- **Personal Level** – inner peace is the development of *inner harmony* or *inner integration* characterized by such qualities as self-respect, self-confidence, ability to cope with negative feelings (fear, anger, insecurity, and shame), and developing positive attitudes such as cheerfulness and optimism.

- **Interpersonal Level** – it is shown by the relationship of an individual with one another.

The interpersonal level peace can be manifested by the following:

1. **Assertiveness** – the capacity of the individual to express one's views or exercise one's rights without being aggressive (injuring or violating the rights of others) or submissive (denying one's own views or rights)
2. **Respect** – to recognize the worth of others regardless of differences in social position, culture, origin, ethnic grouping or gender.
3. **Concern for others** – an awareness and understanding of their needs, feelings, and condition and extending appropriate consideration for such.

4. **Cooperation** – the capacity and willingness to work with others to achieve a common goal.

5. **Open-mindedness** – the willingness to approach difficult sources of information, people, and events with a critical but open mind.

6. **Humility** – the virtue to accept and recognize that others may have the ability similar or maybe more than you have and that recognition enables you to accept your own limitations.

- **Social/ National Level** – it is being concerned with addressing issues that affect society and its social, political, and economic components.

1. **Social responsibility** – an awareness of one's responsibility for the common welfare and willingness as well as the readiness to work for it.
2. **Interdependence** – an awareness of the impact of the decisions and actions an individuals and groups on one another.
3. **Social justice** – requires an awareness and recognition of the civil, political, economic, social, and cultural rights, especially of the more marginalized sectors of society and the willingness to promote and defend them.

- **Global Level** – it is concerned with attaining related issues that have global impact or scale.

1. **Respect for the Environment** – the value of recognizing the importance of the resources in the environment as indicated by the act of preserving and conserving them.
2. **Unity in the Oneness of Humankind** – the value of recognizing the importance of being one with the other humans as the semblance of God's power and love.
3. **Religious Appreciation** – the ability to respect and appreciate the presence of people with religious beliefs other than his own.
4. **Cultural Appreciation** – a recognition of the presence of different cultures and such differences give us the opportunity to learn from one another.

Summary of Indicators of Peace

PERSONAL	INTERPERSONAL	SOCIAL/NATIONAL	GLOBAL
• Inner peace • Self-worth • Self-confidence • Self-respect • Self-efficacy • Coping with fears (anger, fears, etc.)	• Gender Sensitivity • Assertiveness • Respect • Concern for Others • Selflessness • Friendship • Family	• Social responsibility • Cooperation • Interdependence • Ethnic cooperation • Religious harmony • Managing political differences in constructive manner • Sectoral concerns • Concern for the ecology	• Ecology • Unity in diversity • Cultural appreciation • Interdependence • Religious harmony • Tolerance • Gender sensitivity • Human rights

LEARNING TASK

1. In your opinion, why is peace education important in our present time?
2. The list of Peace Education's schema of knowledge, skills and attitudes and values is exhaustive. What else can you add to each (knowledge, skills and attitudes)? Explain.