



Peace Education as Sustainable Development Education

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Abstract: Every person has to be educated on the importance of peace in order to promote a healthy way of life and protect the environment from potential harm. Sustainable development requires the promotion of peace through education. Despite the early emphasis on disarmament and the avoidance of conflict in terms of peace education, experts in the subject now view Environment education and sustainable development towards it as a key objective for the next 20 years. society, organisations, and government organisations are becoming more aware of the value of peace education as sustainable development. Peace education seeks to elicit, broaden, deepen, and contextualise students' understanding of the concept of peace. Many ways for teaching peace exist, many of which are based on philosophy, real-world information, and lofty values. Future generations may need to be educated in the skills, views, attitudes, values, and behavioural patterns required to establish and sustain peace in the twenty-first century.

Keyword: Peace; Peace education; Sustainable Development.

1. INTRODUCTION :

Education about peace is necessary for every person in order to create a healthy human life and to safeguard the environment from actions that could have negative effects. Education for peace is critical to achieving long-term development. Despite the early emphasis in the field of peace education on disarmament and the avoidance of war, scholars in the field have recognised sustainable development, and environmental education towards it, to be a primary goal in the last 20 years. While environmental issues are rarely addressed in peace education, nor is peace education frequently examined in relation to environmental education, there is a growing recognition of the importance of education in instilling ideas that promote both peace and environmental sustainability. This essay investigates the developing link between environmental and peace education, with a focus on initiatives made by international institutions, particularly the United Nations (UN) to advocate for education for sustainable development that upholds the principles of both paradigms.

Political tension and military warfare are both causes and consequences of environmental stress. Whereas a safe, clean, and productive environment is favourable to peace and human security. Peace requires the conservation and maintenance of the natural environment, the integrity of ecological systems, and the existence. (Jessup, 1953)

Hence, education for peace and sustainable development are tied to one another, and education for peace is necessary for the fulfilment of sustainable development goals.

Research Question:

- 1) What is the effect of peace education on sustainable development?
- 2) What is the relation between the promotion of world peace and sustainable growth?
- 3) What is the relation between sustainable development and the promotion of peace?
- 4) How control our world or environment through peace education?



5) Why need to know about peace education and sustainable development?

2. Research Objectives:

- 1) To carry out community and social development projects anywhere in the world with an emphasis on fostering an environment free from violence.
- 2) To provide the framework for the creation and execution of peace education projects globally.
- 3) Make the world a better, healthier, safer, more peaceful, and more united place for youth and children, and prepare children for such a world.
- 4) Contribute to and assist in the creation of a united world order that will protect and safeguard the "Right to a Safe Future" for the world's children.
- 5) To exercise authority over our environment through the promotion of peace education.
- 6) To protect our world from various harmful activities.
- 7) To know about necessity of sustainable development for our environment.
- 8) To aware new generation about necessity of natural resources.

3. Concept of Peace:

"Peace is more than just a lack of conflict. "Peace is living in harmony and avoiding conflict with others." A calm and relaxed state of mind is peace." Galtung (1996) defines peace in terms of the circumstances that exist when a state of peace is upheld and encouraged. "Peace is made up of pure feelings, happy thoughts, and wishes." "Strength and compassion are necessary to maintain peace." "Nonviolence, acceptance, fairness, and communication grow world peace." According to Bolling (1996), the primary attribute of a civilised society is peace.

Peace is the practise of love, not just the absence of war. People would cooperate to settle disputes, grow morally, treat one another fairly, meet their basic needs, and respect one another in a peaceful society. They would essentially live together.(Wahyudin, 2018)

Peace education:

Being able to live in peace with oneself, other people, and the natural world is the goal of peace education, which entails learning the values, facts, and information as well as forming the attitudes, beliefs, and practises that will help one achieve that goal. Those elements that Nsikak-Abasi and Nneji (2010) identified as crucial to peace education, both in and out of school, that aims to dismantle the biases and bigotry that lead people to favour destructive actions like war, physical violence, social exclusion, and the destruction of property over constructive ones like building community and living in harmony. UNESCO (2002) Peace education is defined as the process of fostering the knowledge, abilities, attitudes, and values required to affect behavioural changes that will enable children, adolescents, and adults to prevent overt and structural conflict and violence, to resolve conflicts amicably, and to establish the conditions necessary for peace, whether on an intrapersonal, interpersonal, intergroup, national, or international level. According to Ezeoba (2012), Peace education's purpose is to teach people how to live together peacefully and resolve their differences without resorting to violence. This includes teaching them to respect one another and work together to solve problems.

The Value of Education for Peace

Given the current security challenges in nearly every section of the country, as well as the predicted capacity of peace education to minimise the crisis and discontent, you will agree that peace education is critical for the following reasons:

- Peace education empowers pupils to mediate in society and reject violence.
- Peace education teaches peace-building values, skills, and behaviours.
- Peace education teaches conflict prevention and fosters peaceful societies. Hence, it aids conflict prevention.
- Peace education helps create a stable polity and a sustained socio-economic and political context for national growth.



-Peace education has the potential to eliminate or diminish cult-related classroom violence, which has disrupted higher education in a number of situations. Given the recent security difficulties in virtually every part of the country and the expected ability of peace education to limit this crisis and discontent, you will agree that peace education is essential for the following reasons:

-Peace education empowers pupils to mediate in society and reject violence.

-Peace education teaches peace-building values, skills, and behaviours.

-Peace education teaches conflict prevention and fosters peaceful societies. Hence, it aids conflict prevention.

-It fosters tolerance. Peace education creates a stable polity, which ensures a sustainable socio-economic and political context for national growth.

-Peace education can eliminate or reduce cult-related school violence, which has hampered academic activity in our higher institutions.

4. Sustainable Development:

A fundamental element of human development, education is the most significant tool for empowerment and long-term improvements in everyone's well-being. The United Nations (1987) defines sustainable development as "development that satisfies the needs of the present without jeopardising the ability of future generations to satisfy their own needs." Sustainable development is undertaken in order to meet the demands of the present without jeopardising the needs of future generations. We need to learn how to solve the world's current social and environmental issues and live sustainably. Populations, plant and animal species, ecosystems, and natural resources are all included in the concept of sustainable development, which also incorporates issues like the fight against poverty, gender equality, human rights, universal access to education, human security, and intercultural communication (Adams, 2006). The purpose of education for sustainable development is to help people develop the attitudes, abilities, and information they need to make decisions that will benefit them and others both now and in the future. To confront the social, economic, cultural, and environmental challenges of the twenty-first century, education aims to incorporate the principles, values, and procedures of sustainable development into all facets of education and learning. Human dignity and development depend on peace and security. Any culture's ability to develop sustainably is constantly imperilled by instability and conflict. Human tragedies result in overcrowded healthcare systems, the destruction of houses, schools, and, in many cases, entire communities, as well as an increase in the number of internally displaced people and refugees. Education for peace and sustainable development (Julius et al., 2012).

5. Education for peace and its co-disciplines :

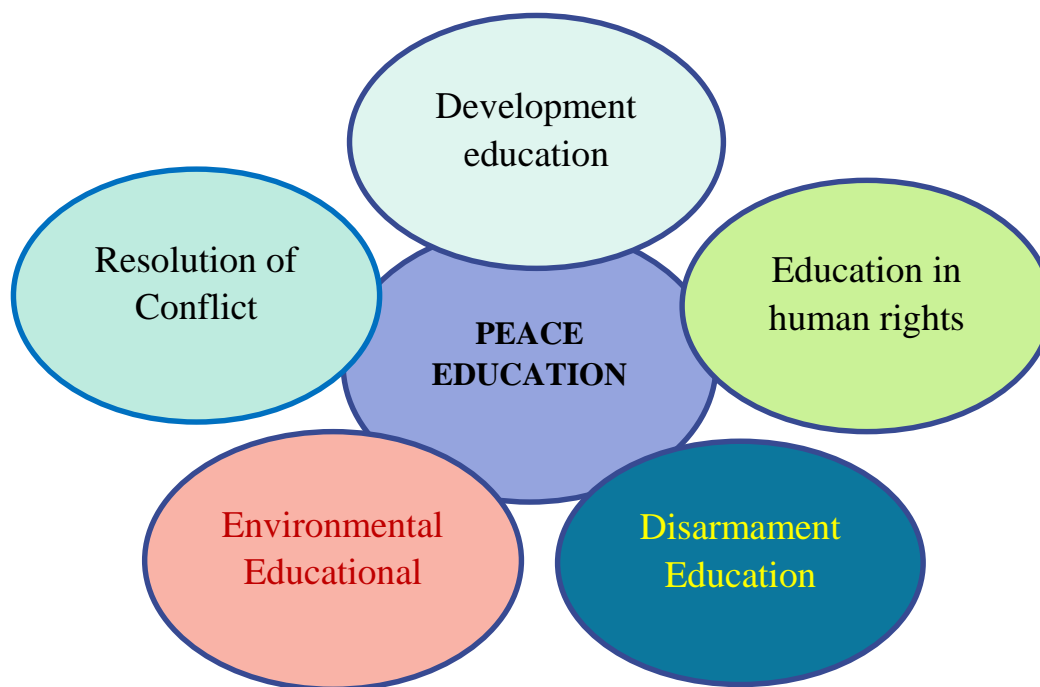
Peace education promotes peace values, knowledge, and skills through policy, planning, pedagogy, and practise. The definition of peace education often excludes many subfields where researchers and practitioners work. Human rights and global security education are considered "co-disciplines" of peace education because they have grown independently. Environmental education is one.

Since Johan Galtung distinguished positive and negative peace, peace education has been based on these ideas. Physical violence is absent in negative peace, also known as war. The absence of structural violence is defined as positive peace, such as racial or gender discrimination, in society.

Anita Wenden says positive peace now includes education about human rights, development, and the environment.

Peace education promotes human rights for all, regardless of the method. Thus, peace education and universal human rights can be integrated into a framework.

co-disciplines. Some co-disciplines support peace education, while others prefer to advance on their own. This article covers the peace education co-disciplines most often discussed. Peace education is central, but each co-discipline is interconnected. Nuclear disarmament education promotes world peace. Ecology and environment affect both co-disciplines.



Framework of peace education and its co-disciplines.

Peace Education Dimension

Peace is universally desired, and no one wants to fight, even if it's a minor conflict. Johan Galtung (1993) said peace has two dimensions. Negative peace is the first dimension (negative peace). Peace without war or conflict is the negative definition of peace. This nonconflicting condition is not self-created, but it is the absence of preconditions for conflict, either micro or macro. Negative peace requires government security and protection to control government-perpetrated violence. Separation or isolation can prevent conflicting parties from meeting. In a new conflict, this model can be used, but not for long. Galtung's second dimension is positive peace (positive peace).

Peace is characterised by prosperity, freedom, and justice. This view holds that peace can only exist in a prosperous, free, and just society. Without it, society will never achieve peace.

The following diagram shows peace and violence, along with their characteristics and phenomena.

According to Galtung, there are three types of peace: cold, hot, and negative (hot peace). In cold peace, conflicting parties have little resentment but no beneficial interactions that build trust, interdependence, and cooperation. Hot peace (active cooperation) is needed to bridge the past and future. This requires a shared interest in humanitarian issues. Humanity issues include poverty, human rights, underdeveloped education, health issues, discrimination, injustice, soil, water, and air pollution.

VIOLENCE (Direct) Personal- rape, brutality, terrorism etc. Institutional- war.	PEACE (negative) Absence of personal and institutional violence.
(Indirect) Structural- sexism, racism, discrimination, poverty, hunger, lack of education and health services.	(Positive) Presence of wellbeing, social justice, gender equality.

Source: <http://www.un.org/cyberschoolbus/peace/frame2.htm>

Violence, on the other hand, is classified into two broad categories. There are two types of violence: direct and indirect.



Whereas direct violence is classified as follows:

- 1) Personal direct violence, which includes assault, rape, brutality, terrorism, murder, and ethnic cleansing.
- 2) Institutionalised direct violence includes acts of hostility, government-sponsored terrorism, and the mass extinction of plant and animal life.

Meanwhile, indirect violence can occur systematically through racism, sexism, prejudice, poverty, hunger, a lack of education, and a lack of health care

Focus on Sustainable Development in the Program

Sustainability requires education. Today's education helps tomorrow's leaders and citizens solve problems and discover better, more sustainable solutions.

Sadly, human knowledge, talents, and experience cannot solve all global environmental, social, and economic issues. Humanity has overcome crises previously, but present issues are larger and the world population is larger. We can use past experiences to solve today's and tomorrow's challenges, but the world's population will have to learn sustainability. Learning and sustainability depend on education.

UNESCO (2012) lists four ESD thrusts.

- i) Enhancing quality basic education access and retention. It means that to improve quality basic education, school programmes should help students obtain information, skills, values, and views that promote sustainable livelihoods and enable citizens live sustainable lifestyles.
- ii) Sustainable education reform. That means that all educational institutions must reassess what, how, and what is judged with sustainability in mind. Today's students must be creative, analytical, and problem-solvers to meet tomorrow's difficulties.
- (iii) Promotion of sustainability. It shows that sustainable development involves people who are conscious of sustainability and take regular actions to support achieving local and national sustainability goals.
- iv) Educating all employees. To ensure local, regional, and national sustainability, all employees can contribute. Public and commercial sector employees should get ongoing vocational and professional training that is imbued with sustainability principles so that all employees can make sustainable decisions and conduct sustainable activities.

Sustainable Development Orientation in School Curriculum

According to Schreiber and Siegel (2016), the learning area global development facilitates ESD integration into school curriculum. A 20-year worldwide agreement guides sustainable development's underlying idea. Perspective transformation is used to shape a sustainable future.

Global development is not built on empirically founded reference scientific concepts that have been differentiated through years like school topics. Hence, it focuses on national and international sustainable development resolutions and a didactic notion of development components. In the years following the 1992 Rio Conference on Environment and Development, the international community has adopted and expanded sustainable development. The notion helps analyse decisions and processes on many levels and understand their interdependence against the backdrop of actor interests and cultural variety.

The central idea of sustainable development in education, in contrast to politics, is intended to provide direction for analysis, evaluation, and action during the learning process rather than to serve as a normative sustainability paradigm with guardrails, defined limits of the planet's carrying capacity, or even desirable patterns of behaviour.

Global development seems to teach basic skills for sustained personal and professional life. It promotes social engagement and global responsibility. Eleven fundamental competences in the fields of Recognizing, Assessing, and Acting are school topic competences applicable to the learning domain.

Learning themes develops skills. A mostly open collection of 21 global development education theme categories lists these.



Five guiding concepts serve as the foundation for the didactic approach to achieving these objectives (Schreiber and Siege, 2016):

- orienting oneself towards the core idea of sustainable development,
- analysis of the various levels of action in development process.
- respect for diversity.
- and the capacity to shift viewpoints.
- Life-world orientation.

Globalization-themed learning areas link local and global processes. It covers all school courses and includes words and basic assumptions like sustainable development, which cannot be articulated in each situation. Seven themes describe such terms with Framework-wide definitions:

1. Global change—a learning challenge
2. Sustainability
3. ESD national boards and resolutions
4. Eurocentrism
5. Global governance and sovereignty paradox
6. SDGs (SDGs)
7. Including

6. CONCLUSION :

Education for peace, in addition to other techniques, has shown itself to be the single most significant factor in assuring the growth of a nation. This is due to the fact that education on peace installs in the populace a culture of peace and tolerance, which in turn creates a favourable environment inside the nation for growth that may be maintained and even thrive. Through Peace education we remove the negativity of our whole environment and we bring humanity, sustainable development. As a result, it emphasises resolutions for national and global sustainable development as well as a pedagogical understanding of development elements. The international community has accepted and promoted sustainable development after the 1992 Rio Conference on Environment and Development. The idea aids in the multi-level analysis of decisions and processes and the comprehension of their interdependence in light of actor interests and cultural diversity.

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