

PEACE AND VALUE EDUCATION IN TEACHER EDUCATION PROGRAMME

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ABSTRACT

Peace and value education is the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself, with others and with natural environment. Peace and value education programs centred on democracy education typically focus on the political processes associated with conflict, and postulate that with an increase in democratic participation the likelihood of societies resolving conflict through violence and war decreases. At the same, a democratic society needs the commitment of citizens who accept the inevitability of conflict as well as the necessity for tolerance. Thus programs of this kind attempt to foster a conflict positive orientation in community by training students to view conflict as a platform for creativity and growth. Approaches of this type train participants in the skills of critical thinking, debate and coalition-building, and promote the values of freedom of speech, individuality, tolerance of diversity, compromise and conscientious objection. Their aim is to produce’’ responsible citizens’’ who will hold their government accountable to the standards of peace and value primarily through adversarial processes. Activities are structured to have students assume the role of the citizen that chooses, make decisions, take positions, argue positions and respect the opinions of

others. Skills that a multi party democracy are based upon. Based on the assumption that democracy decreases the likelihood of violence and war, it is assumed that these are the same skills necessary for creating a culture of peace. This program is intended as a model for educators to use in considering the problems in education peace and value in their educational programmes.

INTRODUCTION

Mahatma Gandhi once stated, “If we are to reach real peace in this world we shall have to begin with the children.” Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioural patterns that will enable them to build and maintain peace. To understand how to make peace education effective and sustainable, it is first necessary to define the nature of peace and peace education. In order to build programs to achieve the goals of peace education, it is necessary to understand the social social science theories on which the programs need to be based. Finally, the steps of conducting and effective and sustainable peace education must be understood. The purpose of this chapter is to address these issues.

NATURE OF PEACE AND VALUE

Peace and value may be conceptualized as having two separate dimensions (Johnson & Johnson, on the first dimension, war, violence, and strife are at one end, at the other end are settlements, agreements, or common understanding that end or avert hostilities and violence. On this dimension, if war or violence is absent, then peace is assumed to exist. On the second dimension, discordant, hostile interaction aimed at dominance and differential benefit (i.e., winners and losers) and characterized by social injustice is at one end, and mutually beneficial, harmonious interaction aimed at achieving mutual goals and characterized by social justice is at the other end. On this dimension, if the relationship is characterized by positive relationships, mutual benefit t, and justice, then peace is assumed to exist. Thus, peace may be defined as the absence of war or violence in a mutually beneficial, harmonious

relationship among relevant parties (i.e., aspects of a person or among individuals, groups, or countries). Inherent in this definition are several characteristics of peace (Johnson & Johnson, 2006). First, peace is a relationship variable, not a trait. Peace exists among individuals, groups, and nations; it is not a trait or a predisposition in an individual, group, or nation. As relationship, peace cannot be maintained by separation, isolation, or building barriers between conflicting parties, all of which may temporarily reduce violence but will not establish the relationships required for long-term peace. Second, peace is a dynamic, not a static, process. The level of peace constantly increases or decreases with the actions of each relative party. Third, peace is an active process, not a passive state. Passive coexistence is not a viable path to peace. Building and maintaining peace takes active involvement. Fourth, peace is hard to build and easy to destroy. It may take years to build up a stable peace, then one act can destroy it. Finally, peace is characterized by continuous conflict (not the absence of conflict) managed constructively (rather than destructively). Conflicts occur continually, and it is not the avoidance, as they occur and resolving them constructively. Ways of establishing and maintaining peace may be classified on dimension with imposed peace at one end and consensual peace at the other end (Clark, 2001; Johnson, & Johnson, 2006).

PEACE EDUCATION

Based on the two dimensions involved in defining peace, education is teaching the information, attitudes, values, and behavioural competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships (Johnson & Johnson, 2003c, 2005c, 2006). The ultimate goal of peace education is for individuals to be able to maintain peace among aspects of themselves (intrapersonal peace), individuals (interpersonal peace), groups (inter group peace), and countries, societies, and cultures (international peace). To do so, peace education (among other things) needs to focus on (a) establishing a cooperative, not a competitive, relationship among all relevant parties; (b) ensuring that all relevant parties are skilled in engaging in political discourse and creative decision making that includes an open-minded discussion of diverse views; (c) ensuring that

relevant parties seek agreements that are mutually beneficial and that maximize joint outcomes; and (d) inculcating into all relevant parties the values underlying consensual peace. Peace education programs will probably not be sustainable unless they are based on social science theory that is validated by research and operationalized into practical procedures. Theory (a) identifies, clarifies, and defines the phenomena of interest and their relationships with each other and (b) guides and summarizes research (Johnson, 2003; Merton, 1957).

Research validates or disconfirms theory (thereby leading to its refinement and modification. Effective practice is guided by validated theory yet reveals inadequacies that lead to further refinement of the theory and new research studies. The effectiveness and sustainability of peace education depends on the relationships among theory, research, and practice. Three interrelated theories underline many of the peace education programs, each has been extensively researched. Each has generated practical procedures used in peace education programs. Social interdependence theory underlies the development of cooperative relationships. Constructive controversy theory focuses on effective political discourse, creative problem solving, and decision making on difficult issues. Integrative negotiations theory focuses on resolving conflicts to maximize joint gain. All three theories promote the civic values underlying consensual peace. Each of these theories is defined, and the supporting research and operational procedures are presented. The essential elements of peace education are then discussed.

INTERACTION PATTERNS

The basic premise of social interdependence theory is that the way in which interdependence is structured determines how individuals interact and the interaction pattern determines the outcomes of the situation (Deutsch, 1949, 1962; Johnson, 1970; Johnson & Johnson, 1974, 1989, 2005b). Positive interdependence results in promotive interaction (i.e. ., individuals encouraging and facilitating each other's efforts to complete tasks, achieve, or produce in

order to reach the group's goals), negative interdependence results in oppositional or contrient interaction (i.e. ., may be defined as individuals discouraging and obstructing each other's effort to complete tasks, achieve, or produce in order to reach their goals) , and no interdependence results in no interaction as individuals act independently without any interchange with each other while they work to achieve their goals. An important aspect of promotive interaction is the open-minded discussion of diverse views. The open-minded discussion of opposing views tends to result in effective, integrative decisions and strengthened relationships (Alper, Tjosvold, & Law, 1998; Poon, Pike, & Tjosvold, 2001; Snell, Tjosvold, & Su, in press) and understanding of each other's perspectives and a willingness to integrate everyone's ideas into joint decisions (Tjosvold, 1982; Tjosvold, & Sun, 2002). Promotive interaction, furthermore, focuses participants on seeking outcomes that are mutually beneficial which is the defining characteristic of integrative agreements (Johnson, 2003)

BASIC ELEMENTS OF COOPERATION

These outcomes tend to results only when cooperation is effectively structured to contain five basic elements (Johnson, 2003; Johnson & Johnson, 1989, 2005b). First, there must be a strong sense of positive interdependence, so individuals believe they are linked with others so they cannot succeed unless the others do (and vice versa). Positive interdependence may be structured through mutual goals, joint rewards, divided resource, complementary roles, and a shared identity. Second, each, joint rewards, divided resources, complementary roles, and a shared identity. Second, each collaborator must be individually accountable to do his or her share of the work. Third collaborators must have the opportunity to promote each other's efforts to achieve. Fourth, working together cooperatively requires interpersonal and small group skills, such as leadership, decision making, trust building, communication, and conflict management skills. Finally, cooperative groups must engage in group processing, which exists when group members discuss how well they are achieving their goals and maintaining effective working relationships.

CONSTRUCTIVE CONTROVERSY THEORY

The theory underlying political discourse and creative problem solving is constructive controversy theory. A controversy exists when one person's ideas, opinions, information, theories, or conclusions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 1979, 1989, 2003a, 2007). Controversies are resolved by engaging in what Aristotle called deliberate discourse (i.e., the discussion of the advantages and disadvantages of proposed actions) aimed at synthesizing novel solutions (i.e., creative problem solving). The process through which constructive controversy creates positive outcomes involves the following theoretical assumptions (Johnson & Johnson, 1979, 1989, 2000a, 2009a, 2007).

1. When individuals are presented with a problem or decision, they have an initial conclusion based on categorizing and organizing current information, experiences, and perspective. They have high degree of confidence in their conclusions (they freeze the epistemic process).
2. When individuals present their conclusion and its rationale to others, they engage in cognitive rehearsal, deepen their understanding of their position, and use higher-level reasoning strategies. The more they attempt to persuade others to agree with them, the more committed they become to their position.
3. When individuals are confronted with different conclusions based on other people's information, experiences, and perspectives, they become uncertain as the correctness of their views and a state of conceptual conflict or disequilibrium is aroused. They unfreeze their epistemic process.
4. Uncertainty, conceptual conflict, or disequilibrium motivates epistemic curiosity, an active search for (a) more information and new experiences (increased specific content) and (b) a more adequate cognitive perspective and reasoning process (increased validity) in hopes of resolving the uncertainty.

5. By adapting their cognitive perspective and reasoning through understanding and accommodating the perspective and reasoning of others, individuals derive a new, reconceptualised, and reorganized conclusion. Novel solutions and decisions that tend to be qualitatively better are detected. The positive feelings and commitment individuals feel in creating a solution to the problem together is extended to each other, and interpersonal attraction increases. Their competencies in managing conflicts constructively tend to improve. The process may begin again at this point, or it may be terminated by freezing the current conclusion and resolving any dissonance by increasing the confidence in the validity of the conclusion. Depending on the conditions under which controversy occurs and the way in which it is managed, controversy may result in positive or negative consequences. These conditions include a cooperative context within which the constructive controversy takes place, the level of group members' social skills, and group members' ability to engage in rational. The philosopher Edmund Burke recommended conflict among ideas by stating, "He that wrestles with us strengthens our nerves, and sharpens our skill. Our antagonist is our helper." The research (see Table 16.2) validates his premise controversy (compared with concurrence seeking, debate, and individualistic learning) creates higher achievement (characterized by longer retention, critical thinking, and greater creativity) (effect sizes=0.68, 0.40, and 0.87, respectively), higher-level reasoning and metacognitive thought (effect sizes=0.62, 1.35, and 0.90, respectively), more accurately taking the other's perspective (effect sizes= 0.91, 0.222, and 0.86, respectively), having a greater continuing motivation to learn (effect sizes=0.75, 0.45, and 0.71, respectively), developing more positive attitudes toward learning (effect sizes =0.58, 0.81, and 0.64, respectively), developing more positive interpersonal relationships (effect size =0.24, 0.72, and 0.81, respectively), experiencing greater social support (effect size =0.32, 0.92, and 1.52, respectively), and developing higher self-esteem (effect sizes=0.39, 0.51, and 0.85, respectively). Using constructive controversy in schools teaches students how to engage in constructive political

discourse in a democracy (Johnson & Johnson, 2000a, 2005a). Political discourse is the Achievement 0.68 0.40 0.87 Cognitive reasoning 0.62 1.35 0.90 perspective taking 0.91 0.22 0.86 Motivation 0.75 0.45 0.71 Attitudes toward task 0.58 0.81 0.64 Interpersonal attraction 0.24 0.72 0.81 Social support 0.32 0.92 1. Self-esteem 0.39 0.51 0.85 Source: Johnson, D.W., & Johnson, R. (1995). Creative controversy: Intellectual conflict in the classroom. Edina, MN: Interaction Book Company. Reprinted with permission. Peace Education in the Classroom 231 formal exchange of reasoned views as to which of several alternative courses of action one thinks is best, critically analyzing and refuting the oppositions, trying to see the issue from all points of view, and jointly coming to the best reasoned judgement possible about how to solve the problem. In 1948, Baron Charles de Montesquieu (2004) published The Spirit of laws, in which he explored the relationship between people and different forms of government. He concluded that while dictatorship survives on the fear of the people and monarchy survives on the loyalty of the people, a free republic (the most fragile of the three political systems) survives on the virtue of the people. Virtue is reflected in the way a person balances his or her own needs with the society as a whole.

Motivation to be virtuous comes from “a sense of belonging, a concern for the whole, a moral bond with the community whose life is at stake.” This moral bond is cultivated by “deliberating with fellow citizens about the common good and helping shape the destiny of the political community.”

Thus, democracy was conceived as being based on a moral bond among citizens to act to further the common good and shape the destiny of the society. The same may be said about creating and maintaining consensual peace, which leads to structural liberty.

INTEGRATIVE NEGOTIATIONS AND PEER MEDIATION

The theory underlying the resolving of conflicts of interests to maximize joint gain and mutual benefit is integrative negotiation theory. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009). Broadly, there are two approaches to negotiation: distributive (where the goal is to make an agreement more favourable to oneself than to the other negotiators) and integrative (where the goal is to make an agreement that benefits everyone involved). When individuals are unable to negotiate a resolution to their conflict, they may request help from a mediator. A mediator is a neutral person who helps two or more people resolve their conflicts, usually by negotiating an integrative agreement. One procedure for engaging in integrative negotiations is the Teaching Students to Be Peacemakers Program (Johnson & Johnson, 2005d). More than 16 studies were conducted on the effectiveness of the Peacemaker Program in eight different schools in two different countries (Johnson & Johnson, 1996a, 2000c, 2005d). Students involved were from kindergarten through ninth grades in rural, suburban, and urban settings. The benefits of teaching students the integrative negotiation and peer mediation procedures. Students tend to learn the negotiation and mediation procedures (effect size=2.25), retain their knowledge through the school year and into the following year (effect size=3.34), apply the procedures to their and other people's conflicts (effect size=2.16), transfer the procedure to non class room setting such as the home, and engage in problem solving rather than win-lose negotiations. When involved in conflicts. Trained students used more constructive strategies (effect size = 1.60) such as integrative negotiations (effect size=0.98) than did untrained students. Students' attitude toward conflict became more positive (effect size=1.07). the number of discipline problems that teachers have to deal with decreased by about 60%, and referrals to administrators dropped about 90%. Students generally like to engage in the procedures. Finally, when integrated into academic units, the Peacemaker training

tends to increase academic achievement and long-term retention of the academic material (effect sizes =0.88 and 0.70, respectively). Academic units, especially in subject areas such as literature and history, provide a setting to understand conflicts, practice how to resolve them, and use them to gain insight into the material being studied. It is difficult to resolve conflicts constructively when they occur in competitive and individualistic contexts. In a competitive context, individuals strive to win rather than solve the problem. In an individualistic context, of others. It is only in a cooperative context that conflicts tend to be resolved constructively.

COOPERATION, CONTROVERSY, AND INTEGRATIVE CONFLICTS AS AUTOMATIC HABIT PATTERNS

Every cooperative learning lesson is also a lesson in how to organize and conduct cooperative efforts and social skills. Every controversy lesson is also a lesson in political discourse and decision making. Every integrative negotiation and mediation lesson is also a lesson in seeking creative resolutions of conflicts that allow all parties involved to reach their goals while maintaining effective working relationships. Cooperative learning, constructive controversy, and integrative negotiation all are designed to be used with all students at all grade levels. Students learn to use the procedures in non-threatening academic situations and practice them several times a day, year after year.

Considerable practice is needed to master the cooperation, controversy, and peacemaker procedure at a level in which they are automatically used without conscious thought or planning. Short-term peace education programs tend to have short-term effect. It takes a long-term program to have long-term effects. Once in students' behavioural repertoire, the cooperation, constructive controversy, and the peacemaking procedures can be used in the societal situations that determine whether peace continues or ends.

CONCLUSION

While there are people of goodwill and conviction, there will be peace education. Goodwill fades, however, and conviction can be shifted to other issues. What has the most potential to provide enduring stability and permanence to peace education is the relationships among theory, research, and practice. The more peace education programs are directly based on social science theory that is validated by research and operationalized into practical procedures, the more effective and the more long-lasting peace education will tend to be. The uniting factor of effective peace education programs is the underlying theories from which the programs are generated. Social interdependence theory indicates that domination is based on competitive dynamics and that consensual peace is based on cooperative dynamics. The use of cooperative learning, therefore, teaches students the cooperative dynamics. The use of cooperative learning, therefore, teaches students the competencies needed to build and maintain consensual peace. Constructive controversy theory focuses on the open-minded exchange of diverse views, characteristic of political discourse and creative problem solving in a democracy. Every time students go through the controversy process, they are receiving a lesson in political discourse and how to make difficult decisions. Integrative negotiations theory focuses on reaching agreements that maximize the benefits for everyone involved. When students learn the procedure for engaging in integrative negotiations, they are learning a vital competency for building and maintaining consensual peace.

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