

TEACHERS IN FUTURE REFLECTION: VALUES ARE CAUGHT

By

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Abstract

UNESCO is leading a new global citizenship movement - one of the 3 pillars of the UN Secretary-General's Global Education First Initiative (GEFI) - to view schools and teachers as active contributors to a peaceful and sustainable future. On 4 October 2013, 400 participants were welcomed to World Teachers' Day at UNESCO Headquarters by Director-General Irina Bokova who underlined the importance the Organization attaches to teachers, "UNESCO...has always been and is a House for Teachers". At the heart of the educational system, teachers hold the keys to a better future for all. The Director-General highlighted teachers' role to learners of all ages around the world, "Teaching is a profession, but it is also a vocation." The world is facing global challenges that cannot be fully resolved within national boundaries. Sustainable solutions must be found through collaborative and coordinated responses, at both local and global levels, that involve a wide range of stakeholders in the public and private sectors. We also need engaged and globally-minded citizens able to take up the challenges to build a more just, peaceful, tolerant, inclusive, secure and sustainable world. This implies rethinking education and how it can contribute to the formation of global citizenship. Teachers stand at the heart of this vision. Today we need more teachers and better quality teachers. My paper will be a compilation of the present status of teachers depending on their sense of responsibility and how much it is effective for the children in the form of sustainable development of these future citizens and how teachers need to prepare themselves to make their long term efforts reflect in their students. Values caught by students will be the requirements of world Peace. World is at unrest and only teachers can bring a daring change through peace instilled in the minds of children. It is an initiative from the very beginning of schooling and cannot be instantly built in.

Keywords: *sustainable, collaborative, coordinated, values, peace*

Introduction

Peace is the behaviour that encourages harmony in the way people talk, listen, and interact with each other and

discourages actions to hurt, harm, or destroy each other (Theresa M. Bey & Gwendolyn I. Turner, 1995). Peace means being one with life itself, having no fear or bitterness. Peace is more

than merely sitting still or in silence. Peace therefore, is a state of mind. Tagore rightly said,

“Where the mind is without fear and the head is held high, into that heaven of freedom my father, let my country awake.”

Peace is simply having a feeling of security, calm and restfulness. We often tend to think of peace as being an international issue, far from our daily life, but we do not realize that global peace can only be achieved if each country is settled and at peace (Parmar, 2014).

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. Peace education must focus on the healthy development and maturation of human consciousness through assisting people to examine and transform their worldviews (Wikipedia).

Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of

creating more just and sustainable futures (Laing, 1978).

Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet (Fran Schmidt and Alice Friedman, 1988).

Mahatma Gandhi's concept of peace and non-violence is integrally related to his world view. Gandhiji evolved his world view from a concept of 'self' and human nature. Acknowledging the inherent goodness of human beings, Gandhiji emphasized the capacity of all human beings to develop their full potential of non-violence. The path of violence was seen by him as a downward path away from our humanity and closer to that of brute while the path of Non-violence was closer to humanness. He believed in the unity and oneness of all including the sentient and non-sentient beings. He believed that all human beings are part of the divine and they are interdependent and interrelated. If one person gains in Non-violence, the entire humanity gains with him and

vice versa. In such an interrelated and relational framework, Non-violence becomes the cardinal principle governing human relations (Siby K Joseph, 2015).

Ian Harris and John Synnott have described peace education as a series of "teaching encounters" that draw from people:

- their desire for peace,
- non-violent alternatives for managing conflict, and
- skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.
- Contemporary peace education relate to elimination of specific forms of violence (and their transformation) and similar to teaching human rights and conflict resolution in schools critical peace education and yogic peace education are complementary curricula that seek to foster positive peace and decrease violence in society.

UNESCO Concept

"Global Citizenship Education," the UNESCO site continues, "equips learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights,

social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realise their rights and obligations to promote a better world and future for all." Peace Education is inherent in this concept.

New Concepts of Good and Bad

Robert Muller fully realized the revolutionary nature of his educational mission at the UN, which he served in official capacity for over 40 years. "As on the eve of the French Revolution," he stated in *New Genesis*, "... we must outgrow the increasingly erroneous notion of good and bad as seen by a particular group ... and define new concepts of what is good or bad for the entire human family. This is absolutely essential."

Red Targets

Among the UNESCO "targets" of the Framework we find: "All girls and boys participate in and complete a full cycle of free and compulsory quality basic education of at least 10 years, leading to relevant, recognized and measurable learning outcomes with a special focus on achieving gender equality."

Peace is a state of harmony characterized by the track of violent, conflict behaviours. Peace depends on non-violence, ethics, solidarity and mutual understanding. Peace education has developed as a means to achieve these goals. A teacher can play a vital role in promoting Peace by different ways. So we can say teacher is the most important medium in promoting peace (Mandal, 2013).

Review of Related Literature

Corporal Punishment

Literature shows (Dunne 2007 cited in Horner et al. 2014; Harber 2004 cited in Horner et al. 2014) that corporal punishment in school can be unfair and excessive and may have negative consequences on children learning. 'Corporal punishment has consequences of deterring learners from school and increasing truancy rates, particularly among young men who tend to be the recipients of punishment' (Dunne 2007 cited in Horner et al. 2014). Moreover, it would be contradictory to expect teachers and schools for that matter to foster peace-building and social cohesion or teach non-violent ways to resolve conflicts among students when they themselves do not apply this.

1. Student Discipline

Another concern among teachers in some of the schools visited was the poor student discipline and the lack of parental support; this they mentioned as an area of frustration that they have to contend with in their work. They observed that it is very difficult to have some parents cooperate with the school on their children's behaviour; apparently most parents are too busy to follow-up on their children or even respond to summons from the school head teacher or the teachers. There is also the problem of parents who are not there for their children. It is like when they send their children to school, it is over. They do not follow up on the students to see if they have done their homework or if they have attended school - they leave all that to the teachers.

2. Job Satisfaction

Indeed, most of the teachers interviewed spoke with a sense of pride and passion about their work, and therefore deserve recognition for their experience and professional judgement, and the valid contribution they bring to educational debate and policy formulation (Horner et al. 2015), both as a group, but also as

individuals. This article also raises issues of the non-equitable redistribution of the teaching staff from both a rural/urban perspective, as well as a gender perspective. The issue of limited access for female students joining higher education institutions for teacher training requires attention. At the same time there is a need to identify concrete interventions aimed at fair distribution of qualified teachers across the country, including hard-to-reach areas. As we have seen, reconciliation is a process that is crucial for post-conflict societies to address past injustice as a way to prevent a relapse into conflict. This however requires teacher management structures and education processes that support teachers on how to respond appropriately to the needs of their students and how to develop caring and trusting relations (Horner et al. 2015). There is a need therefore for more recognition of the value of teachers as a key component of the education system, a need to enhance their involvement and representation in decision making, a need to redistribute resources for teacher professional development, and other areas of teacher

wellbeing, for them to be fully immersed in the process of reconciliation and sustainable peace-building.

Complex Role of Teachers

Along with education come teachers, who worldwide are conceptualised in various ways and thus expected to play multiple roles to address different social problems. Often teachers are perceived as agents of transformative change, including being agents of peace. In societies that have been affected by conflict, teachers are seen to play a key role in nation building, identity construction and peace and reconciliation (Durrani & Dunne 2010; Smith et al. 2011). As agents of peace, teachers are expected to impart values that espouse peace including tolerance, recognition and respect, and a range of skills such as critical thinking, negotiation, compromise and collaboration as well as model interpersonal relationships among learners (Horner et al. 2015). In the same vein, Barrett (2007) posits that what teachers do with the available learning resources shape what young people learn, influence their identities, and provide them with skills for employment and peace building. According to Dladla and Moon (2013) teacher training is seen as a

fundamental component of post-conflict reconstruction, but they also assert that at times there are doubts about both the relevance and effectiveness of the training offered. However, Gardinier (2012) argues that most times, no effort is made to understand how teachers are able to navigate and respond to the competing pressures around them and the complexity of their relationship with various factors including students, parents and administrators (Jolly Rubagiza, Jane Umutoni, Ali Kaleeba, 2016).

Teaching Principles

Children learn peaceful behaviour more from the ways a teacher speaks, responds to challenges, and looks at issues, than what he teaches. Obviously an unpeaceful teacher cannot teach peace, because his behaviour contradicts what he teaches. This article explores the characteristics of a peace teacher along with his approaches to teaching and learning in the classroom. Attitudes and values are difficult to teach. Teaching them tends to create resistance in learners, because such inculcation itself is experienced as an imposition.

Carl Roger (1961) rightly says in this regard, It seems to me that anything

that can be taught to another is relatively inconsequential and has little or no significant influence on behavior . Hence outcomes of teaching are either unimportant or Teacher-centred and subject-centred approaches are ineffective in peace education. The most effective approach would be child-centred education. In fact, child-centred education is a natural extension of the notion of child rights into the classroom and school. It is built on the following principles:

1. Acceptance of the child's rights to the freedom of expression, obtain information and make opinion.
2. Acceptance of the right to childhood.
3. The child is the agent of his own learning.

The three basic levels implied here are physiological, social and self. Though these needs were found in adults, they are visible in children as well.

Wallet (1974) attempted to identify children's needs, basically following the above model. He postulates following needs in children:

1. Physiological needs: e.g. food, clothing, house, health.
2. Love and attention: e.g. encouragement, proxies, physical touch and warmth, support.

Peace Teacher-Peace Methods

Methods can be as follows:

1. Creative expression: e.g. development of the capacities of sense, creative self-expression, joy, exploring new ways of self-expression.
2. Achievement of cognitive skills: e.g. learning to know.
3. Social skills: e.g. acceptance by peers, interaction with others and need to be related to others, the need to be a person.

Carl Rogers stresses that there is an intrinsic need in us to be an authentic person. The basic quests that constantly arises from our inner depth are: - Who am I?, How can I know myself ?, How I can be my true self ?, Am I living at present in such a way as to express my true self ?, Am I living in the most self-satisfying way? Carl Rogers postulates the negligence to be the true self, creates frustration leading to psychological conflicts. In the child-centred approach, the teacher is more active at the preparation stage of the lessons than the delivery stage.

Daily Life at School

There is a popular saying that peace has to be caught rather than be taught. Initiating a peaceful culture in school should start from within 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 (UNESCO Report, 2017).

World View

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 may be selected in designing a peace programme for the whole school, from the themes such as:

1. Commonality and diversity of human cultures
2. Population
3. Destruction of the ecosystem/pollution
4. Gender issue
5. Racism
6. World poverty
7. Problem of war/terrorism
8. Trading relationship
9. World cultures
10. Animal rights/animals threatened by extinction (UNESCO Report, 2017).

Classroom Management

Classroom management level should include Classroom code of conduct. Co-curricular school activity level should include Peace week, organizing lectures and peace committee. Community level should include Raising community awareness about the harmful and negative effects of smoking, drug addiction and juvenile delinquency. 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 (UNESCO Report, 2017).

The Role of Teachers in Peace-building is the latest literature review from the Research Consortium on Education and Peace-building (Sayed, Yusuf & Novelli, Mario, 2015). Carried out by a

team of experts from the University of Sussex, the review explores the role of teachers in promoting peace, reconciliation, social cohesion and violence mitigation in countries affected by conflict.

The revealed centrality of teachers

Teachers often play a central, but revealed role in peace-building. This is the crucial conclusion of the new literature review. More credence should be given to the transformative capabilities of well trained, supported, motivated and remunerated teachers. Deeper understandings of the myriad of pressures faced by teachers both inside and outside of the classroom are required, allied to a clear recognition, backed by positive policy and funding initiatives, that education and teachers hold one of the keys to building successful and sustainable peace in post-conflict situations around the world (Sayed, Yusuf & Novelli, Mario, 2015).

Teacher supply and deployment

Usually, there is broad societal consensus that ensuring educational opportunities is crucial for a peaceful future. But when addressing efforts to ensure that teachers are available in post-conflict contexts we noted that, in the initial stages of rebuilding an

education system, it can be difficult to attract the most qualified candidates and ensure a representative teaching body, including male and female candidates.

Solutions for teacher deployment range from incentives such as hardship grants, employment of personnel from remote communities who are provided with school-based training, scholarships for female teachers who commit on completion to teach in remote schools where girls face barriers to enrollment, and the appointment of teachers from historically marginalized groups, although each of these policy decisions may exacerbate existing or even create new inequalities.

The complexity of the issues and the contexts in which teachers operate can result in unintended consequences from well-meaning interventions with diminishing effects on peace-building, creating dilemmas for teachers, policy makers and donors (Sayed, Yusuf & Novelli, Mario, 2015).

Developing teachers as agents for peace-building

Professional development for teachers is considered vital in supporting teachers to ensure equity, peace and social cohesion. While teachers can be

victims or perpetrators during a conflict, it is important to see them as part of the solution when rebuilding an education system.

The literature has many examples, illustrating the potential in developing teachers for peace-building, including the development of individual competencies to deliver both the skills for employment and social cohesion. Both initial and continuing/in-service professional development are vital to ensuring that teachers develop the knowledge, skills and dispositions to become active agents of peace and social cohesion in classrooms, school and communities.

Teachers, as key agents in educational systems, address the legacy of civil conflicts in contexts where ethnicity, race or religion have mitigated against the promotion of social cohesion. A significant vehicle for teacher agency as proponents of or against social cohesion is the curriculum and, within that, the use of textbooks.

Textbooks are not used in isolation, and their content is mediated by teachers and students to create meaning in specific social contexts and in classrooms. The degree of agreement or discrepancy between text book content and a teacher own

positions and experiences will result in a degree of negotiation between the teacher and the textbook. A teacher's ethnicity, geographical location, personal beliefs, political leanings, and perception of the desirability of relationships with 'the other' will impact on how they negotiate the text ranging on a continuum from upholding its narratives to subverting them (Sayed, Yusuf & Novelli, Mario, 2015).

Systematic and systemic approaches

In drawing together each of the strands outlined above, it becomes clear that the way in which teachers teach is just as important as what they teach, in facilitating the knowledge skills and attitudes that facilitate or obscure peaceful futures.

It is also crucial to realize that an education system is a whole that requires coherent thinking, that there is a symbiotic relationship between all dimensions and levels of the system, requiring a systematic and systemic approach to peace-building in education. And crucially, as with all interventions, context matters (Sayed, Yusuf & Novelli, Mario, 2015).

Value system is the backbone of a civilized society. Values are important requirements for any civilized society.

The people with human values only can prove helpful in the progress of civilized society. Merely a human form cannot be called humanity. The practice of human values is necessary to be called of human values in necessary to be called a man. Without practicing human values man can never reach out his place in the creation (J. K. Sharma & Aishvarya Pratap, 2012).

But, today we are living in the state where social, moral, and religious values are being disintegrated. Knowledge and power are being used for selfish interests. Bribery, corruption, indiscipline and violence are on the increases. Eternal values namely truth, beauty and goodness are disappearing. People are becoming ego-centered. They are interested in their own welfare. The whole world seems to be in turmoil. Whole fabric of social life seems to have broken. Families are falling apart. There is no respect among various components of human groups making the survival difficult. The problems can be solved by inculcating human values in the present as well as in the coming generations. In this context, discussion on the inculcation of human values has become necessary for the survival of

humanity (J. K. Sharma & Aishvarya Pratap, 2012).

Conclusion

'Since wars begin in the minds of men it is in the minds of men that the defence of peace must be constructed' (The Preamble to the Constitution of UNESCO). Peace and education are inseparable aspects of civilization. No

civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace. A daring change is needed to instill peace in the minds of children. It is an initiative from the very beginning and cannot be instantly built in.

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