

## PEACE PEDAGOGY OR/AND EDUCATION FOR PEACE: SOME ACTUALITIES

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It seems, that education questions and problems are analysed rather intensively. Educational researches of various sizes and on various subjects are constantly carried out - both at national, regional and international levels. There wouldn't probably be a country on this planet, in which such theme researches in one way or another wouldn't be carried out. Education is not only interdisciplinary, but a very diverse sphere. Where the man is in action, education is inevitable. If one could have a look at the publications of the education field, one could see that diversity is enormous. Leaders are brought up, career preparation is going on, creativity is encouraged, modern media and ICT are taught to be used, so - called 21<sup>st</sup> century skills are sought to be educated and so on. To tell the truth, hardly anyone could tell what these 21<sup>st</sup> century skills are, because hardly anyone could bring oneself to tell what skills will be necessary, let's say, in 2050. However, education is such a sphere, that very often various insights, opinions, positions etc. are spread. This is profoundly called pluralism, there are continual activities. However, if we tried to clarify this a little, we would find plenty of information noise here. How much has it been and is being discussed about various skills and competences? How much is it spoken about digital competences and digital education (digital pedagogy)? After all, what should 21<sup>st</sup> century schools be? Not only at national, but at international level it is spoken about this. E.g., in the European Commission communiqué (2008) "21<sup>st</sup> century skills in education: An agenda for European cooperation on schools", it is asserted that in order European schools were able to properly prepare young people for life in the 21<sup>st</sup> century, it is necessary to take even radical changes. It has already been mentioned, that over the latter two decades, a really big attention has been devoted to education. Having satiated the schools with modern equipment (e.g., ICT), one could think that education problems would be solved. However, in the same EC communiqué it is asserted, that 24.1% of young people (17.6% of girls and 30.4% of boys) poorly read (MEMO/08/476). And that is not all. Education system encounters with much more serious challenges. The information stream growing rapidly, the necessity arises to search for effective education strategies and ways, but not to turn the system on the extensive way. Some countries, including Lithuania as well, discuss about extending the school year. Such fact only approves the meaning, sense and complexity of education.

It is obvious, that a qualitatively new attitude is necessary to education, notwithstanding this, that education possibilities are wide indeed, there are plenty of intellectual as well as technical means for educational purpose realisation. In any case, values remain the centre of attention. And this is one of the most problematic spheres. One can observe constantly rising conflicts in the world, the consequences of which are severe. The conflicts in the East Europe have been going for several years already. Baltic region states are concerned about the increasing tension between Ukraine and Russia. It is acknowledged, that for Europe it is a serious trial, especially having in mind the Cold war, having lasted for a long time. A serious threat arises for peaceful coexistence of states. All the reasons, determining the conflicts, cannot be discussed here; however, it is obvious that it is necessary to learn and to teach to get on with the countries having different attitudes, traditions and cultures. Not without reason, Pope Benedict XVI on the occasion of the 46<sup>th</sup> world peace day (2013, January 1<sup>st</sup>) expressed his concern about peace. In the Pope's message, it is stated, that "... A demand becomes distinct to propose and encourage peace pedagogy, which requires a rich inner life, clear and firm moral points of view,

proper attitudes and lifestyle patterns” (<http://www.katalikai.lt/index.php?id=6&nid=8170>) The demand for peace pedagogy is inevitable. On the other hand, in spite of various initiatives, a proper attention is not paid to this. In order to seek peace, first of all, one needs to teach it and to learn, beginning from the peace with oneself to the peace with the others. As an example, one can mention the journal “Problems of Education in the 21st Century”. This international journal has been published since 2007. Science education studies on various themes are published in it. Almost over the eight year period, 62 journal volumes have been issued, 908 articles have been published. Out of them only three articles analysed peace teaching questions in one way or another (Schröttner, 2008; Ochieng, Cheruto, Achoka, 2009; Msila, 2011). Global education and peace pedagogy relation has been analysed only in one article. The other two are devoted to the concrete other country problem analysis. If we analysed the other science journals, especially those published in Central and East Europe countries, we would notice a very poor attention drawn to peace pedagogy questions. It has been very truly noticed by Navarro-Castro and Nario-Galace (2010), that “humankind needs to take lessons from its past in order to build a new and better tomorrow”. It is a very complex thing; it needs to be taught, a holistic attitude is necessary to education for peace. In 2012, the analysis of social education textbook content of the 5<sup>th</sup>-12<sup>th</sup> forms was carried out in Lithuania and it was established, that most of the attention in them the authors devote to such national values as independence, self-dependence, freedom and rights, patriotism and national faithfulness (Jašinauskas, Zaleskienė, 2012). Though the mentioned values and their education are very important, however, they are more related with Lithuania’s as independent state’s re-establishment. Basically, no attention is paid to such values as solidarity, respect to others, peaceful coexistence. Attentiveness, responsibility, indulgence, respect to the otherness and to others, understanding of the otherness and so on, are the basic values expressing the essence of the education for peace. This is relevant not only to the youth, but to the adults as well. From this point of view, education for peace covers all age groups; it is relevant to all people.

Thus, peace pedagogy, having been rather popular in the years of Cold war, has to come back to the young generation education process, of course, with the renewed understanding, content and realisation ways. Education for peace, as a continual process, leading to peace culture growth and support, should occupy a suitable position in children and youth education in the nearest decades. It can be reasonably asserted, that education for peace is the means, which will enable the societies to solve rising civilisation challenges. Education science theorists, methodologists and practitioners should act together, seeking to prepare new directions, education techniques for peace education. In the world full of constraint, violence and aggression, learning peace since childhood is inevitably important, changing human thinking, forming common coexistence understanding. Going deep into peace problems, it is also important, that neither democratisation nor globalisation and multiculturalism propagation did basically decrease either conflicts constantly going on in the world or disagreements or discords. According to GPI (Global Peace Index), Lithuania is in the 46<sup>th</sup> position at the moment out of 162, while Russia – 152 (<http://www.visionofhumanity.org/#page/indexes/global-peace-index/2014/LTU/OVER>). Though it is utopian, however, it would be better not to count such indexes. However, it is a long and complex process. It is much easier to understand conflicts, aggression and violence than the essence of peace. Education for peace is not difference or diversity lessening of the nations and cultures. It is a common goal to create a safe, peaceful and harmonious space, keeping the most important idea – from the peace in the nearest surroundings to the global and universal peace.

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