AN EXAMINATION OF THE MEDIUMS OF PEACE EDUCATION

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ABSTRACT

Peace education has been accepted as both a philosophy and a social process concerned with empowering people with the awareness, knowledge, values, skills, attitudes, and behaviours necessary for nonviolent and sustainable human existence in our environment. Several mediums are available for delivering peace education, ranging from the informal to the formal, and from the traditional to the modern as independently identified from literature in the field. This study is an attempt to identify and categorise these mediums as a contribution to the gap in the literature using a medium of peace education conceptual framework derived from the integrative theory of peace education. It further assessed the forms of these media and their contribution to peace education, its processes, and practices. It was recommendations that there should be strengthening the study and practice of peace education among scholars, students, practitioners, and policymakers as a global best practice.

KEYWORDS: Peace; Education; Mediums; Categories; Contributions.

INTRODUCTION

Peace education is a universally shared knowledge. It is sometimes referred to as peace learning and considered to be both a philosophy and a social process involving empowering people with the skills, attitudes, values, and knowledge for solving conflicts without violence and building a sustainable environment. It is the main process that engenders and promotes living harmoniously with one another and with our environment. According to the Preamble to the Constitution of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) 1945, which is the third most important organ of the UN system after the General Assembly, and the Security Council, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". This statute further emphasized the principal role of education in the development of peace and prevention of war.

The concepts of peace and peace education are closely connected and intricately linked. According to the United Nations Children's Fund (1999), peace education is an essential component of quality basic education. Various mediums have been adopted and deployed towards inculcating the values of peace over time and in many settings both formal and informal, and to adults and children alike. A medium according to Merriam-Webster (n.d.) dictionary is "a particular form or system of communication"; a "means of effecting or conveying something". (https://www.merriam-webster.com/dictionary/medium). For our study, a medium of peace education is conceptually defined as "the way, platform, or channel through which peace education is delivered and inculcated in the minds and behaviour of people". The study is set out to identify the key mediums of promoting peace education from literature. establish a categorization methodological model for the mediums and summarise the contributions of the mediums of peace education. This work adopted interactive focused group discussions of the research team participants as our primary source of data while secondary data through literature review as its methodology based on the frame work of Harris (2007) who postulates that "peace education theory" is grounded on five different

methodological approaches of human rights education, environmental education, international education, conflict resolution education, and development education.

These five components in themselves according to the theory have different components and goals that are nevertheless, interconnected. The study also employed the theory propounded by Danesh (2006) which is known as "an integrative theory of peace education (ITP)" in response to the seeming diversity yet interrelated approaches.

Literature Review

Peace education according to Harris (2002) has come to symbolize different priority approaches to peace in different settings. For instance, to the Japanese, it is referred to as "A-Bomb Education" following the devastating effects of atomic bombing of Hiroshima and Nagasaki on August 6, and 9, 1945 respectively during World War II. Harris (2002: 15) further stated that to Ireland, peace education is referred to as "Education for Mutual Understanding" as Catholics and Protestants try to use education strategies to undo centuries of enmity, while in Korea peninsular, it is referred to as "Unification Education". These definitional thematic approaches hold true irrespective of the medium of peace education involved.

One of the earliest and historic mediums of peace education is through self-awareness that comes to an individual. The founders of world leading religions can be classified as pacifists and therefore, peace educators. According to Kopf (2015: 56), "peace between cultures, nations, and religions involves learning about one's own history, as well as listening to the histories and narrations of others in a "problem-and-solution", "give-and-take" dialogical understanding process". These self-aware individuals grew to become early peacethinkers in traditional families and communities and whose experiences and ideas informally engaged with the rest of the people over time. As mediums of peace education, individuals, families, and communities reinforced peace learning through storytelling, role plays, and institutionalized socialization processes in the society. Religious observances, priests, oracles, and the like were the major means of propagating peace culture and existence which could sometimes be expressed in communal treaties of peace and friendship. Navarro-

Castro and Nario-Galace (2010) maintained that spiritual and faith traditions of indigenous communities show a profound reverence for nature and wisdom towards peace. According to Jarikre (2019), despite constitutional silence on the role of traditional institutions, they still provide the framework for social mobilization and peacebuilding in the communities. The modern-day peace thinkers are individuals and statespersons who have devoted time and energy to thinking and meditating about peace and propagating their beliefs in various forms, speeches, texts, and artworks among other mediums since the early 20th century. From amongst them, Peace Movements were inspired, berthed, and established rapid global presence as major enablers of peace education and culture. Galtung (1996) had conceptualized a duality of peace in terms of positive peace, and negative peace and this has remained definitional in the field of peace studies, and the development of peace education.

According to Navario-Castro and Nario-Galace (2010: 35), democracy "provides the environment with which people's fundamental rights, interests, and wishes are respected". Peace education is universal. So is democracy and democratic principles and governance. This position is supported by Iroye, S. [October 10, 2021, class lecture] that "democracy education is a core component of peace education". Sports and sporting activities have also served as mediums of peace education of which the Olympic Games occupies a special pride of place since the modern version of the games was reinstated in Athens, 1896. The five differently coloured interlocking rings Olympic symbol represents the five participating continents of Africa, Asia, America, Europe, and Oceania. Both local, national, continental, and global periodic sports events and festivals have also served as mediums of promoting peace education in practical terms. Also, Peace research and conflict resolution studies as distinct academic disciplines in educational institutions of learning have become the foremost medium of peace education in modern era from primary to tertiary education levels. The curriculum of peace education has now been adopted as a global best practice since the founding of the International Peace Research Institute, Oslo (IPRIO) by Johan Galtung in 1966. According to Ndabula (2021: 33), "peace education is one of the ways to entrench peace culture in the

African child in order to promote the values, attitudes, and behaviours of peace". Many countries now have institutes or similar governmental organizations officially designated for peace education matters.

Literary works constitute another major medium of peace education through art-based activities such as theatre, music, poetry, dance, paintings, and drawings among others. According to UNICEF, young people living in conflict use poetry to express their hopes for a more peaceful future. In furtherance of this, the United Nations Office for Disarmament Affairs (UNODA) organizes annual "Poetry for Peace Contest" (www.un.org/disarmament/poetryforpeace/). Similarly, music, with its elements of sound, lyrics and nonverbal communication engage young people and adults alike and thus create opportunities for dialogue for peace as recently expressed by "Peace Through Music 2020 Global event for Social Justice" (https://peacethroughmusic.live). The 1980 hit track by Sonny Okosuns titled "Give Peace A Chance" remains like an anthem for peace in Nigeria. Artworks according to The Global Campaign for Peace Education (2019) have been used to promote peace (https://www.peace-ed-campaign.org/promoting-peace-through-art/). The Global Campaign further maintains that "carvings, paintings, drawings among other artworks have used to provide voice to a marginalized or oppressed group". The UN "Art for Peace" is an international art contest for young people organized by UNODA and the Non-Governmental Organization (NGO) partner – Harmony for Peace Foundation.

Peace Museums exist in many countries as mediums for promoting peace education through documentation of historical peace initiatives and provide opportunities for peace advocacy programmes. As an example, the Peace Museum, Bradford is the only museum dedicated to the history and stories of peace, peacemakers, and peace movements in the United Kingdom (https://www.peacemuseum.org.uk). Peace Parks or Parks for Peace are "zones of peace" according to Navarro-Castro (2010) and inspire "belief in nonviolence and faith in secure future".

Peace Communication provides platforms for disseminating peace education, awareness, information, programmes, skills, and knowledge. The Mass Media made up principally of the Print and Electronic components have proved to be veritable mediums and tools of peace education through education, information, and entertainment. Books, libraries, newspapers, journals, cartoons, among others are mediums that teach peace education. Electronic forms of communication made up of audio-visual impressions such as speeches, images, videos can elicit positive as well as negative behaviours about peace hence the increasing government desire to ensure them through regulatory frameworks in some jurisdictions.

The New Digital Media has deployed the internet and technological devices to new information processing and sharing at a speed hitherto unknown. According to Okolie-Osemene (2012), the application of technology such as digital satellite televisions, global satellite telephones, internet telephony, mobile devices, multimedia services among others have largely and radically improved the effectiveness of peace education, which need not always be formal, as the latter offer far greater opportunities for teaching and learning. The social media which developed with advances in the Internet has consequently become a major medium of peace education in the 21st century. Naseem et al. (2017) submitted that social media provides spaces for communities of different backgrounds, affiliations, and allegiances to break barriers of time and space, and mobilize for peace in participatory and inclusive manners. Social media is the new trend on the world wide web and has provided the fastest platform for online social learning and information sharing made more relevant since the COVID 19 global pandemic that defined year 2021 and has continued to impact health and socio-economic activities since then.

Global Perspectives of Peace Education

The United Nations: The United Nations and other International Governmental and Non-Governmental Organizations have been acknowledged as major and impactful mediums of peace education due largely to their rich resources and global outreach. The UN Peace

Operations, particularly Peacekeeping and Peace Enforcement Actions have helped countries navigate the difficult path from conflict to peace with over 70 years' experience in protecting civilians, preventing conflicts, building rule of law and security institutions, advancing political solutions to conflict, promoting human rights, promoting women and youth peace and security, and developing operational support (https://peacekeeping.un.org/en). The Rule of Law is the bedrock of the UN and has been declared as fundamental to peace and stability (https://www.un.org/ruleoflaw/) as with its Human Rights programme (https://www.ohchr.org/EN/Pages/Home.aspx) both impacting peace education mediums.

The UN General Assembly has declared September 21 of every year as the International Day of Peace observed around the world as a day devoted to strengthening the ideals of peace, through observing 24 hours of non-violence and (https://www.un.org/en/observances/international-day-peace). The event affords opportunity for peace educators and peace actors the world over to engage with one another and political leaders on solving peace challenges. Several International Governmental Organizations have supported and propagated the course of Peace Education prominent among which is the United Nations whose outstanding commitment to peace education is reflected in the 1959 Declaration of the rights of the child which stated *inter alia* that a child has the right to an education that will develop a sense of moral and social responsibility (https://archive.crin.org), as well as the 1989 Convention on the Rights of a child. In addition to the above instruments, the United Nations through some of its agencies has always had a commitment to disarmament education, generally perceived to be an element within peace education.

In 1978, the Tenth Special Session of the UN General Assembly (SSOD-I) was devoted entirely as a single multilateral disarmament negotiating forum of the international community for the attainment of international peace and security (https://www.un.org/disarmament/conference-on-disarmament). This Vienna Declaration and Programme of Action in paragraphs 78-82 of the declaration accepts peace education as

forming part of human rights education and crucial for world peace (Vienna Declaration, 1993).

United Nations Educational, Scientific and Cultural Organization (UNESCO): According to Burns and Aspheslagh (1996), after the end of World War II, UNESCO provided the major focus for Peace Education. The goals of peace education cited frequently were Intercultural awareness among others. The UNESCO's Mission states, a commitment to promoting universal values of peace and nonviolence, human rights and social justice, intercultural dialogue and mutual understanding. Its approach to educating for peace is multidimensional, in that it links education with a range of activities that address the root causes of violence from human security to sustainable development. The UNESCO in its effort at promoting the culture of peace and nonviolence also developed what it tagged "The Manifesto 2000" which declares 'in recognising my share of responsibility for the future of humanity, especially for today's children and those of future generations, "I make commitment in my daily life, in my family, my work, my community, my country and my region: "to respect the life and dignity of every person without discrimination or prejudice, reject violence in all its forms, liberate my generosity, listen to understand, defend freedom of expression and cultural diversity, contribute to the development of my community and preserve the planet" (EI Manana 2000, https://cpnn-world.org). UNESCO also promotes the culture of peace through an intersectoral platform. This consist of five sectors namely, Education, natural science, social and human sciences, culture and communication and information

United Nations International Children Fund (UNICEF): UNICEF in its contribution to Peace Education defined the concept as 'the process or promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence both overt and structural, to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. According to Fountain (1999: 1), it is UNICEF's position that peace education has a place in all "societies not only in countries

undergoing armed conflict or emergencies", and that since 1990, several UNICEF documents have also confirmed this vision of basic education as a "process that encompasses the knowledge, skills, attitude and values needed to live peacefully in an interdependent world".

The African Union: From August 1 to 2, 2019, the Department of Human Resources, Science and Technology of the African Union Commission in collaboration with the "Save the Children International" organized a workshop on the study of Peace Education and the state of protection of education from attacks in Africa. Participants were mandated to bring partner agencies together to support the formulation of national policies on Peace Education and conflict prevention, and on protection of education from attacks by generating and bringing to bear relevant evidence, promoting the implementation of such appropriate policies in member states, developing models for Peace Education and education protection, learning lessons and developing and disseminating materials on Peace education and protection of schools (AU 2019).

On the evolution of Peace Education, Harris (1988) stated that Peace Education has taken different shapes as it developed around the world. At the beginning of the 20th century in the United States and Europe, people concerned about the advent of mechanized warfare began to educate the population in those countries about ways that war could be outlawed through the League of Nations and other international agreements (https://www.tc.columbia.edu).

The Economic Communities of West African States (ECOWAS) - In its effort to encourage and propagate Peace Education in the West African subregion, the Economic Communities of West African States in 2016, outlined the following programmes:

Programme 1. Consultative meeting of the regional committee comprising relevant commissions, Directorates, focal points partners, Civil Society Organizations (CSOs) on education. Activity of the group- the publicity and institutionalization of the ECOWAS Peace Education Manual in each member state's policy makers, curriculum developers, teachers, CSOs, and partners.

Programme 2. Capacity building of national experts on the ECOWAS Peace Education.

Programme 3. Internal Consultations. The Organization fully understand and takes responsibility for the capacity building and the popularization of manuals on Peace Education.

Programme 4. Coordination/Monitoring and Evaluation. Measurement and Evaluation network was formed for the modules.

Programme 5. Regular support to focal points to be achieved through regular support to the national focal point for internal coordination, public awareness, implementation of the modules of the manual and regular reporting (ECOWAS, 2016, https://ecpf.ECOWAS).

The Commonwealth: The Commonwealth is a voluntary association of 54 independent nations, majority of which were former British colonies, working together for prosperity, democracy, and peace (https://thecommonwealth.org/). In addition to promoting sports for development and peace, the Commonwealth Youth Peace Ambassadors Network (CYPAN) brings together young people from across the member states in its policy advocacy for peace and combating violent extremism using the services of youth activists, artists, tech entrepreneurs, civil society leaders, film makers, cartoonists, students, innovators among several others (https://thecommonwealth.org/commonwealth-youth-peace-ambassadors-network).

Global Civil Societies and Events: According to Jeong (2017), the global civil societies as mediums of peace education have restructured boundaries of state system with "a new potential and opportunity for progressive forces to make transnational links…in a multilateral world order" (Jeong, 2017: 204-205).

The Nobel Peace Prize made every December 10 since 1901 for outstanding contribution to Peace is a coveted medium of peace education (https://nobelpeaceprize.org). Climate change and dangers of global warming constitute a major medium for promoting peace with our environment. The UN is committed to preserving a livable climate. Reduce greenhouse gas emissions to zero by 2050 and build a sustainable world (https://www.un.org/climate-change). The 2021 UN Climate Change Conference of Parties

(COP 26) held in Glasgow, Scotland from October 31 to November 12, 2021, was attended by countries that signed the 1994 treaty on the UN Framework Convention on Climate Change (UNFCCC) (https://unfccc.int/conference/glasgow-climate-change-conference-october-november-2021). Greenpeace is a global network of organizations campaigning for environmental solutions essential to a green and peaceful future (https://www.greenpeace.org).

The Paris Peace Forum (PPF) is a French non-profit organization created in March 2018 and gathering every November 11-13, world leaders, heads of international organizations, as well as leaders from the civil society and the private sector, and individuals to deliberate on global governance issues based on its founding principle that "a badly governed world would quickly become a world at war" (https://parispeaceforum.org/en). The 4th edition of the PPF is scheduled for November 11-13, 2021 and will debate the topic: "Age of Unpeace: Preserving international cooperation for a more peaceful future" (https://parispeaceforum.org/en/events/partner-session-carnegie-corporation/).

Analysis and Discussion

The result of our textual analyses supported by our focused group discussion yielded evidence to the effect that there is hardly any documented classification or categorization of mediums of peace education. What has been established is that of individual medium of peace education such as the mass media, peace movements, individuals, literary works, peace research and peace studies institutions, peace operations and activities which can be informal, or formal and often treated independently.

The Table below shows a modest classification of the various mediums identified from our review of the literature and our interactive focused research group discussion.

Table 1: **Summary of Mediums of Peace Education by Categories**

	1. Traditional	**2. Modern**
A. **Informal**	1. Individuals 2. Families 3. Communities 4. Traditions	1. Peacethinkers and philosophers 2. Social Groups 3. Social Media 4. Religious Leaders 5. Literary works 6. Peace actions
B. **Formal**	1. Dispute resolution mechanisms 2. Spiritual and Faith traditions 3. Peace treaties and Accords 4. Games/Sports	1. Peace Research and Studies curriculum 2. Literary works 3. Peace Communication 4. Peace Operations and activities 5. The United Nations 6. International Governmental and Non-Governmental Organizations 7. Olympics, Commonwealth games 8. Global Peace Events and Celebrations. 9. Nobel Peace Prize 10. Paris Peace Forum

Source: Field Survey (2021)

Further analysis of our categories indicated that there is a no "one-cap-fits-all' approach to the phenomenon of mediums of peace education. This position accords with our conceptual framework for the study and further reflected in the diversity of curriculum of peace education in institutions of learning. The most impactful mediums of peace education are found in the formal-modern categories where the application of digital media technology has created a social media revolution in communication in terms of space, speed, devices, storage, retrieval, relevance, and reuse for online learning and education. Informal peace learning takes place across social media platforms such as Facebook, Twitter, WhatsApp, Instagram, Telegram, Snapchat, LinkedIn among many others while formal ones take place through online learning resources of digital communication. The social media has capacity for spreading positive messages of peace as well as that for hate speech and conflict. The COVID 19 pandemic

experience and its aftermath has made remote learning the new normal, and peace education is no exception with its transformative behaviour modification agenda. The areas of contribution by formal, informal, traditional, and modern contemporary mediums to the promotion and advancement of peace to answer our research question three are as summarized in the Table below.

Table 2: **Contributions of Mediums to Peace Education.**

S/N	Medium	Contribution to promotion of Peace Education
1.	Individuals	i. Inspiration for creation civil, democracy, political, and human rights education, and movements ii. Establishment of Peace and anti-war movements iii. Establishment of Peace research and educational institutes iv. Established Religions, moral philosophy, teachings, writings, authored sacred works etc.
2.	Family	i. Peace values, attitudes, norms, behaviour, socialization ii. Peacemaking, peace building, peace learning iii. Conflict prevention, management, and resolution strategies.
3.	Community	i. Peace building, peace enforcement, conflict resolution, leadership ii. Socio-cultural events, peace festivals, festivities, occasions, ceremonies. iii. Inter-faith and intercultural understanding.
4.	Literary Works	i. Arts, Drama, Artworks, Poetry etc. on peace ii. Music rhythms and lyrics extolling peace and deprecating violence and armed conflict. iii. Museums providing collection of artefacts, war relics, history. iv. Peace parks, gardens, and squares used for marking peace events.
5.	Sports	i. Competitive, and non-competitive sports events. ii. Peace walks, road shows, awareness campaigns. iii. Mandatory use of arbitration in sports disputes.
6.	Communication	i. Digital media contents in satellite television, tv, radio, online broadcasts etc. podcasts, blogs ii. Print media using books, newspapers, magazines

		iii.	Social media with unregulated time and space for positive and negative effects on information. Platforms include Facebook, TikTok, WhatsApp, Telegram, LinkedIn, Snapchat, Skype, YouTube, Blogs, Podcasts, search engines etc.
7.	Institutions of Learning	i.	Establishment of curriculum and academic departments of peace studies and conflict resolution in tertiary institutions for teaching and learning peace education.
		ii.	Creation of bodies of Peace scholars and practitioners
		iii.	Formulation of theories, abstracts, concepts, approaches, themes, strategies, guides etc. to peace education
		iv.	Scholarly works and literatures on peace education.
8.	Political Parties	i.	Main instruments for political recruitment of electoral candidates to political offices.
		ii.	Sources of negative peace characterized by direct violence.
		iii.	Provide opportunity for stakeholders to sign peace accords for violence-free elections.
		iv.	Advocacy programmes for peacebuilding at intra and inter-party levels.
9.	Non-Governmental Organizations	i.	Policy, and advocacy coalitions for civic and democracy education.
		ii.	Public enlightenment campaigns and mobilization for social and ecological peace as typified by Greenpeace.
		iii.	Civil society stakeholders' engagement and interface with public and governments.
		iv.	Mandate and watchdog actions in support of peaceful coexistence and anti-war activities.
		v.	Global education in Gender, Human Rights, Disarmament, Environmental components of peace education.
10.	Governments	i.	Providing conditions for positive peace.
		ii.	Appointment and training of peace officers.
		iii.	Domestic peace enforcement measures.
		iv.	Regulatory policymaking for peace and peace education.
		v.	Conflict prevention, management, and resolution.

		vi.	Stakeholder engagements in peace process.
11.	Intergovernmental Organizations	i.	Bilateral and multilateral cooperative and collaborative mutual agreements, peace and friendship treaties, armistices, cessation of hostilities, ceasefire etc.
		ii.	Trade, cultural exchanges etc.
		iii.	International understanding, cooperation, collaboration, coordination for peace and conflict resolution processes.
12.	The United Nations	i.	General Assembly declarations and resolutions on culture of peace, peacebuilding, non-violence.
		ii.	Security Council global peace keeping operations, and enforcement actions.
		iii.	UNESCO Plan of Action, networking, advocacy, research, publications etc.
		iv.	UNICEF definition of peace education and content development.
		v.	Conflict prevention, management, and resolution efforts.
13.	African Union	i.	Pan-Africanist collective peace and security arrangements.
		ii.	Anti-colonial and anti-racial education.
		iii.	Conflict prevention and management activities and actions.
		iv.	African peer review mechanism for good governance best practices.
14.	ECOWAS	i.	Support for institutional capacity building for peace education.
		ii.	Institutionalization of peace education manual in member states.
		iii.	Programmes for performance measurement, monitoring, and evaluation of peace education in the sub-region.
15.	The Commonwealth	i.	Democracy education
		ii.	Support for conduct of peaceful elections in member states.
		iii.	Promoting sport for development and peace.
		iv.	Combating violent extremism.
16.	Global Events	i.	Global education
		ii.	Annual Nobel Prize for Peace

		iii. Annual Paris Peace Forum
		iv. Annual Climate Change Conference
		v. Periodic Global Games -Olympics, Commonwealth Games etc.

Source: Field Survey (2021)

The mediums have impacted the development and delivery of peace education as a global best practice and in accordance with our integrative theory and conceptual framework for the study. The study has answered our three research questions formulated and further established that these mediums flourish best in an environment of democracy or democratization process. The comprehensive and universal nature of these identified, categorized, and contribution-profile approach of this study is expected to further promote an awareness, desire, ability, knowledge, skills, values, behaviours, and attitudes of peace among humankind for a sustainable existence. The in-depth evaluation of their respective effectiveness and impact can be best undertaken as a separate subject of academic inquiry by other scholars as they require specific knowledge base, skills, and value orientations for such a study.

Conclusion and Recommendation

This work no doubt represents an academic milestone in its attempt to identify and categorize the mediums of education which makes it easier for future evaluative work on their impact to be undertaken. We asserted and established that peace education is both a philosophy and a social process and needs to be fully integrated and mainstreamed into the curriculum of studies at all levels of education. This can only be made possible through policymaking either by legislation or by regulation or both and in a democratic setting. Peace education is a universal concept and practice.

Recommendations

Peace education scholars and practitioners need to work together to strengthen the positive outcomes that flow from the identified mediums leveraging the evolving technologies from the Internet of Things (IoT). It is therefore on this wise that the study recommends the following; the Establishment of Peace Parks, Museums, and Squares in every state capital and

urban centres through appropriate planning instruments, mandatory peace education programmes in the curriculum of all public and private educational institutions from primary level with in-built compulsory attendance and evaluation of all students and peace educators alike and the use of restorative and redemptive justice system that utilize alternative dispute system for peace offender as a way of promoting healing and conflict transformation.

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