

A STUDY ON ROLE OF YOUTH IN PROMOTING PEACE IN THE WORLD

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Abstract

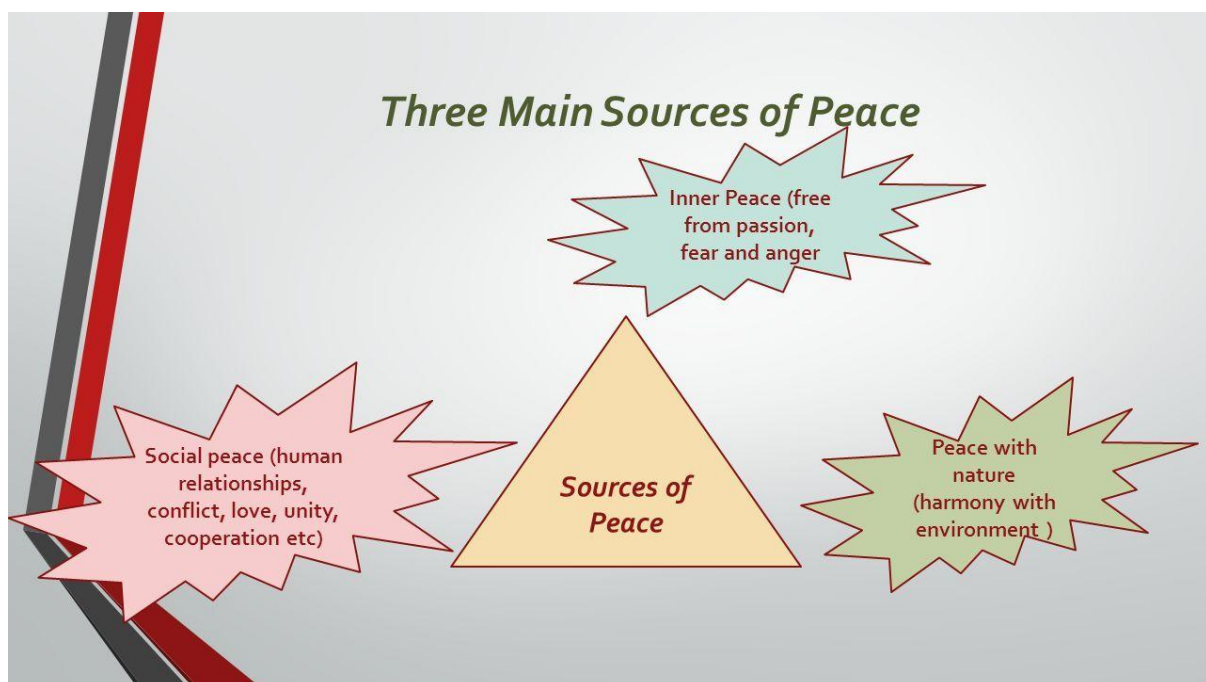
Every peace process is inclusive and places high demands on all patriots and members of all social groups, ages, and genders. Not just in efforts to advance peace, but also in other social, cultural, and political movements, it is crucial that young people play a major part. Young people are change agents in this sense. Through their tasks and responsibilities, they have the ability to promote a culture of peace. In order to promote and preserve peace around the world, this essay seeks to analyse the role of youth in doing so. Programmes for peace education were assessed by the researcher, who also took a thorough programme of approach and content. Young people are change agents in this sense. Through their tasks and responsibilities, they have the ability to promote a culture of peace. This essay aims to examine how young people contribute to regional and local peacekeeping efforts and peacebuilding in general. Security, tranquilly, and restfulness are all characteristics of peace. Peace education is far removed from our daily lives from a global perspective. The next generation will understand that only when the youth of each nation are peacefully conformist will peace be achieved. To achieve the happiness of each nation, every citizen should work towards promoting peace. Youth from our schools, colleges, and universities should spread the word by taking part in national and worldwide integration, so promoting peace in the society through its various modes. In order for young to spread their ideas, beliefs, and conventions and inspire other youth for the future, the current study calls for instilling global citizenship in them.

Keywords:Peace, Social, Culture, Political movements, Peace education.

Introduction

Early in the nineteenth century, in the United States, the concept of peace education began to take shape. At this point, educators, writers, and philosophers from New England shared their opinions. Peace is possible in a world free of conflict and violence. As a pioneer of the through American common schools, Horace Man later criticised this education and pushed it

as a mistake. He emphasised the importance of peace education as a catalyst for change. Kemper, Y. (2005). Peace education had its beginnings in the revolutionary movement at the turn of the 20th century, when America was encircled by the first and second World Wars. Peace educators were daydreaming about a peaceful, contented world at this time. As Tagore correctly stated, "Where the mind is without fear and the head is held high, into that kingdom of freedom my father let my country awake," contemporary Indian philosophers expressed their perspectives and ideas. Tolerance, love, compassion, and tranquillity are just a few of the virtues that are instilled in individuals to bring about peace and happiness in the many areas of the nation. Then and only then will her nation advance and develop. Beutler, I. (2008).



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The place of youth in society is determined by their capacity for leadership and potential leadership roles. They have helped humanity in a variety of ways for ages. In every field, young people have achieved a lot. Whether it is through cultural transmission, social change, or many political facets, we cannot ignore their contribution to society. As young people go forward to take responsibility on their shoulders and so lead the society, it is impossible to envision a society without their engagement. People in society follow young people because they are their role models. Youth indulgence benefits them by enabling them to react more effectively. Hollander, A., & Mar, N. Y. (2009).

History of Peace Education

We must take a very fascinating journey through history if we are to comprehend the idea and concept of peace. In the educational system, youth are seen in their role and position from the very beginning. After World War I (1914–1918), there was a promising increase in support for integrating peace education concepts into educational frameworks. Together, various organisations work on these concepts. Danesh, R. (2008). The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) had its origins with the International Institute of Intellectual Cooperation. With the use of atomic weapons on Japan at Hiroshima and Nagasaki to finish World War II (1939–1945), many lives were lost, most notably the blindness of even future generations. Engstrom, C. (2009). UNESCO was established in 1946 as an umbrella organisation of the United Nations. The following broad modifications in education steps were implemented in accordance with international peace and security policies: planning, preparation, developing, and execution. Kamberidou, I. (2008).

Rabindranath Tagore and Mahatma Gandhi were two different individuals who captured the world's attention with their ideas. Numerous conflicts and skirmishes were settled amicably, and steps were done to address conflicts on a national and worldwide scale. It appropriately instills the idea that we must cooperate in order to assist young citizens in developing effective dispute resolution skills. Taylor, L. K., & Christie, D. J. (2010).

Literature Review

Bhasker, T (2006), relationship management has a big impact on peace education. According to the study, peace education has a positive impact on labour management in Nigerian companies. It also suggested that relationship management training generate a calm workplace culture, which would lower stress and increase worker welfare and output.

Parihar, S (2008) conducted research to support teacher insight for the creation of intercultural peace curriculum. The project was started with the intention of eradicating prejudice and bigotry among Midwesterners in the United States. The study's main goal was to improve the situation for new students studying in Euro American at Junction High School in the United States. The study was carried out by a team of educators using intercultural peace curricula, including the researcher. The study made a significant point about the importance of intercultural peace education in schools free from racial prejudice and discrimination.

A research-based peace education programme was defined by Aniket, P (2010) as a tool for efficient conflict management in Nigerian workplaces. In order to handle conflicts in

Nigerian workplaces, the study examined the idea of peace education. It further suggests that all government agencies, nongovernmental organisations (NGOS), working classes in both sectors, and training institutions in Nigeria should participate in the peace education campaign in order to make Nigeria a peaceful nation.

Priyanka, T (2011) looked into Swami Vivekanand's many perspectives on the nation's educational system. The goals, objectives, and entire philosophy of Vivekanand contribute to a person's overall development. His research also showed up in the areas of women's education and student talent. The results of the study show that a true teacher always motivates his students by teaching them in accordance with their needs and skills.

Need of the Peace Education in Present Scenario

The UN estimates that there are 1.3 billion people in the world between the ages of 15 and 24; nearly one billion of them live in developing nations and struggle to fit in with their neighbours. The youth have the power to alter the current situation where a growing research agenda emphasises positivity and tranquillity. When the recent wave of social unrest and philanthropic crises occur in many parts of the world, it is especially noticeable. V., & de Paz, F. C. (2011).

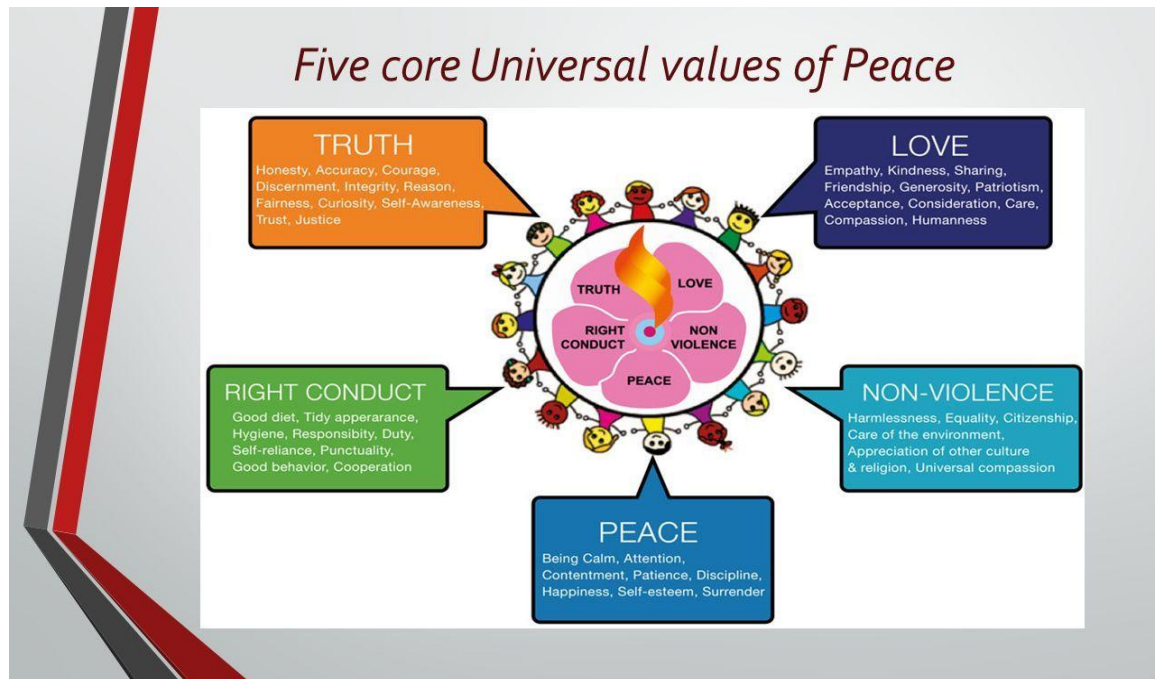
In terms of how people interact in society, "youth" is a category that bears primary responsibility for maintaining both national and international peace. Youth from different groups can be ranked in society based on their gender, class, race, and age. In addition to being crooks in the slums and military tycoons in the war provinces, youth can also be heroes, victims, saviours, and courageous. Brunelli, A., & Parisi, P. (2011).

The need of peace education in the current environment is paramount when we talk about our country, India. The most important duty for creating future citizens, in accordance with the demands and social needs of the nation, is education. The social orders are confronted by society's antisocial elements. Providing them with education may be the only option to preserve the social order and harmony of the community. Different factors including violence, hatred, and terrorism have exploded into education in the twenty-first century. By making improving socioeconomic mobility a challenge, peace can be promoted through peace education. Kumar, D. (2010).

Role of Education in Promoting Peace Education

Conflicts of many kinds were a practise of the developing civilization in diverse communities around the world. Some of them are violent and destructive, spreading violence across society. The resolution of these conflicts looks to be a challenge for governments as well.

There are four different types of procedures that can be used to advance peace: peacemaking, peacebuilding, peacekeeping, and preventative diplomacy. The most important duty for producing future citizens, in accordance with our nation's standards and societal needs, is the role of education. Corcoran, P. B., & Osano, P. M. (Eds.). (2009).



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The social orders are confronted by the antisocial forces of society. Education for these people is the only means of preserving the social order and harmony of the society. Education is exploding in the twenty-first century due to several factors like terrorism, violence, and hatred. In order to increase social mobility as a challenge, peace can be promoted through peace education. The concept of "peace" in spirituality opens a door to the human soul. Love, caring, and affection between living things are viewed as being of the utmost importance in the Vedas, Upanishads, and all other sorts of pertinent literature. In accordance with a variety of human values and beliefs, UNESCO has prioritised peace and favoured peace education. The "umbrella concept" introduced by UNESCO to the globe includes a variety of underlying elements such as love, sacrifice, cooperation, nonviolence, justice, human rights, and empathy. A person is inspired to go to a place of serenity by the moral principles they uphold. Hettler, S., & Johnston, L. M. (2009).

Global citizenship: A requirement for today's youth

In 1976, Burnouf, H., outlined five characteristics of a true "global citizen":

- **Perspective consciousness:** Any individual's understanding or awareness of the reality that the world is not universally shared and that it is still being influenced by the influence of

others stems from this realisation. On the other hand, others hold worldviews that diverge greatly from their own.

- **Being aware of current events:** Emergent conditions and patterns can be found on any planet, including Earth.
- **Cross-cultural sensitivity:** The understanding among the populace of the variety of beliefs and customs present in human communities all over the world when beliefs and customs are compared.
- **Understanding of global dynamics:** The fundamental characteristics and workings of the world system, with a focus on theories and notions that heighten people' awareness of intelligent global change.
- **Awareness of human choices:** As human consciousness and understanding of the global system grow, so do our awareness of the numerous issues that different nations face as a result of their decisions.

Role of Youth in Peacebuilders

The youth can play a leadership role and are crucial to establishing peace. When examining both young and old, one of the fundamental characteristics of the transitions among their intergenerational relationships has been identified as the tension caused between young and old. These changes continue to be caused by people, wealth, and power.

Youth's impatience, want for more, and tendency to go up in society appear to be the causes of their social mobility, which causes conflict, tension, and restlessness among young people. Furthermore, it would seem that being dependent on and responsible for others are prerequisites for social adulthood. Schwartz, S. (2010).



Source: <https://www.sfcg.org/the-youth-peace-and-security-fund/>

As a result, social and political isolation as well as people's dependence on one another are the causes of societal transformations. These are the sources that can project any change in society. Any country, whether in Africa, Europe, Asia, or Latin America, may experience such societal transformations. Over distinct cultural terrain, they encountered various problems and chances. The difficult circumstances of post-conflict contexts, where the politics of war persist via many means, encourage young people to demonstrate excellent "directional skills." It also reacts to their identity's social, political, and economic direction. In order to find a position in the expanding organisations of post-conflict situations, it is helpful to understand the norms, values, and structures of the society. Sarrica, M., & Wachelke, J. (2010).

In order to solve the different issues of physical, institutional, and cultural violence, youth are the main component of promoting constructive peace. In a broader sense, societal change leads to the replacement of violent, oppressive, and segmented structures with ones that are more inclusive and participatory. In order to involve kids in peacebuilding, it is important to analyse a variety of factors, including their identity, the recruiting process, the roles they played, and their physical, socioeconomic, and psychological experiences. The environment in which they will be reintegrating will have a significant impact on the future trajectories of the young in peacebuilding. Sommers, M. (2007).

Second, teenage participation in nonviolent politics offers a unique viewpoint. As a result, kids play a constructive and peace-focused role in post-conflict settings. Thirdly, youth are a driving force behind a number of societal problems, including the decline of the family unit and the loss of education. The socioeconomic needs of youngsters are ignored in post-conflict settings. The next step is to give young people training opportunities that will help them contribute significantly to peacebuilding through their youthful vitality, skills, and ability to keep up with emerging technological trends. Last but not least, numerous fields like the arts, culture, sports, and education may attest to young people's involvement in peacebuilding. Youth are motivated through cutting-edge and original resources. They can interact with more young people using these resources while keeping in mind the promotion of peace and unification of fractured communities. It thus guarantees the reconciliation procedure. Nastase, A. (1984).

Conclusion

Young people today feel insecure because human civilization is so complicated. People who live in violent environments have come to believe that they are powerless against harm

without firearms. The best method for keeping peace in the world now is through peace education. Through his education at formal institutions like school, college, and university, a child's personality is moulded. In this sense, education serves a crucial purpose in human life as a societal requirement. Education transforms us from darkness to light, thus without it, personality traits are not identifiable. The ability to discriminate between right and wrong and to seek out further resources for guiding one's life is provided by knowledge, which is considered to be the third eye of man. Education is the sole factor driving human growth. Our youth are further motivated by the type of schooling to resolve conflicts. This fosters a peace mind-set among the students. Peace education is the main objective of our nation, yet both our political system and our religious leaders completely undermine it.

The curriculum of every school should include peace education. There is no doubt that teenagers are becoming more and more aware of their place in society. Our young people are inspired to achieve successful peace by the moral, social, and political challenges in societies across borders. It is the responsibility of educators around the world to decide whether to prepare the next generation for the kind of life we want or to continue with the educational system we have now.

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