Chapter 17 **Peace Education in Pakistan:** A Case Study of the Centre for Dialogue and Action, FC College University

Amineh Ahmed Hoti Forman Christian College, Pakistan

Zahid Shahab Ahmed National University of Sciences and Technology, Pakistan

ABSTRACT

Context last year brought deep sadness and great grief to many people - including and especially the students, parents and staff in schools across Pakistan and across the world in response to children being massacred brutally at a school in KPK, Pakistan. Schools, colleges, and universities, as a result, have been converted into fortresses and a thriving business for security-wallas. A case study of this program will be prepared through both qualitative and quantitative data examining the impact of FCCU's peace education program. We are hoping that this work would initiate the process of introducing peace education interventions in Pakistan at regional and global levels. This chapter will also help other peace education programs to learn from FCCU's approach of peacebuilding.

INTRODUCTION

All living beings have the same essential aspiration to be happy and avoid suffering, but very few people recognize the real causes of happiness and suffering. We generally believe that external conditions such as food, friends, cars, and money are the real causes of happiness, and as a result we devote nearly all our time and energy to acquiring these. Superficially it seems that these things can make us happy, but if we look more deeply we shall see that they also bring us a lot of suffering and problems.

The world is becoming smaller and smaller - and more and more inter-reliant - as a outcome of hasty technological advances and international trade as well as increasing trans-national relations. We now depend very much on each other. In ancient times problems were mostly family-size, and they were naturally tackled at the family level, but the situation has changed. Today we are so interdependent, so closely

DOI: 10.4018/978-1-5225-0078-0.ch017

unified with each other, that without a sense of universal responsibility, a feeling of universal brotherhood and sisterhood, and an understanding and belief that we really are part of one big human family, we cannot hope to defeat the dangers to our very survival - let alone bring about peace and happiness.

However, for those who trust that the natural condition of humankind is peaceful, it is reasonable to argue that such an ideal is achievable, and that if we all found the inner peace which is our true nature, war would become redundant. This is a very persuasive argument, especially when we acknowledge our feelings of revulsion against killing.

PEACE

The term 'peace' does not just imply the lack of evident violence. It also encompass the presence of social, economic and political justice which is essential to the notion of 'positive peace'. 'Structural violence' is a term that is used to refer to injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of much conflict. Structural violence is perhaps the most basic obstacle to peace, which by definition cannot exist in a society in which fundamental human rights are violated. The Convention on the Rights of the Child, like other major human rights treaties, calls for the elimination of all forms of both overt and structural violence, and the creation of a society based on the principles of justice and peace.

TYPES OF PEACE

In broader sense there are two meanings of the word peace. The first is more or less synonymous with 'peacefulness' or 'peace and quiet'. The second is the absence of war. We can also classify peace as negative peace and positive peace.

Negative Peace

Negative Peace is the nonexistence of direct violence which may be physical, verbal, and psychological between individuals, groups, and governments.

The concept of negative peace deals with instantaneous symptoms, the conditions of war, and the use and effects of force and weapons. Words and images that expose the horror of war and its consequences are often used by writers, artists, and citizen groups in their efforts to stop it.

Positive Peace

Positive Peace is more than the nonexistence of violence; it is the existence of social justice through equal opportunity, a fair distribution of power and resources, equal protection and impartial enforcement of law.

The concept of positive peace incorporates the eradication of the root causes of war, violence, and injustice and the conscious endeavor to construct a society that reflects these commitments. Positive peace assumes an interconnectedness of all life.

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/peace-education-in-pakistan/151923

Related Content

Blind Students' Challenges in Social Media Communication: An Early Investigation of Facebook Usability for Informal Learning

Rakesh Babu (2015). *International Journal of Online Pedagogy and Course Design (pp. 58-73).* www.irma-international.org/article/blind-students-challenges-in-social-media-communication/120665

The Nature of Culture in Design

Patricia A. Young (2009). *Instructional Design Frameworks and Intercultural Models (pp. 25-36).* www.irma-international.org/chapter/nature-culture-design/23913

School Librarians and Music Educators: Unique Interdisciplinary Partnerships

Lucy Santos Greenand Brad Green (2014). Collaborative Models for Librarian and Teacher Partnerships (pp. 99-109).

www.irma-international.org/chapter/school-librarians-and-music-educators/82611

Case Studies in Virtual Multicultural Education

Karen Rasmussenand Joyce Coleman Nichols (2008). Handbook of Research on Instructional Systems and Technology (pp. 896-912).

www.irma-international.org/chapter/case-studies-virtual-multicultural-education/20837

A Test Sheet Optimization Approach to Supporting Web-based Learning Diagnosis Using Group Testing Methods

Chu-Fu Wang, Chih-Lung Lin, Gwo-Jen Hwang, Sheng-Pin Kungand Shin-Feng Chen (2017). *International Journal of Online Pedagogy and Course Design (pp. 1-23).*

www.irma-international.org/article/a-test-sheet-optimization-approach-to-supporting-web-based-learning-diagnosis-usinggroup-testing-methods/187234