

Book Review - Mukhopadhyay, Marmar (Ed). Education 5.0: Humanising Education for Global Peace and Harmony. Springer Nature. 2026. 347 Pages.

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The number of active conflicts was a point of major concern globally, but the recent USA, Iran and Israel war has shown how quickly global peace can be threatened. The current scenario shows that humanity's most important agenda is not just technological growth and development, but global peace. How we actively engage with these issues, reflect on the challenges they bring, and ultimately prepare a future generation through education is critical to human survival. There is a need for academic analysis and reflection to discuss future possibilities with clarity. At this moment, when the world is undergoing turmoil at multiple levels and the education system is struggling to address the paradox between algorithmic competencies and human purpose, *Education 5.0: Humanising Education for Global Peace and Harmony* arrives with purpose and deep questions.

1. The book is edited by one of the most proficient educators and administrators, with six decades of engagement in educational policy, research, and institution-building. *The World of Learning: Lessons from 52 Countries*, edited by Mukhopadhyay et al. (2025), examined Peace Education in 52 countries belonging to eight regions of the world. Some critical findings were: Despite tremendous growth, peace education has yet to be integrated into school education systems worldwide. In most countries, peace education is seen as a "soft" subject. The teaching of values, ethics, civic education, traditional culture, and multiculturalism is considered to foster a culture of peace and happiness among students.
2. In Article 9 of the Constitution, "Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as a means of settling international disputes". Japan introduced peace education. Peace Boat is a unique NGO initiative in peace education.
3. Egypt, Sudan, Tunisia, Morocco, Libya, Iran, Pakistan, Indonesia, Malaysia, and Saudi Arabia teach Islamic religious education that strongly emphasises peace.
4. Peace education from colonial times has perpetuated a Eurocentric perspective and has not resulted in lasting peace in Africa.
5. Out of the top 20 countries in the Global Peace Index (IEP, 2021), only Japan taught peace education as an independent subject.

The concept of education 5.0 has emerged as a discourse that emphasises a human-centric approach to education. The book emphasises the importance of understanding humans and going beyond technology. This book goes beyond the notion that technology is merely an enabler, arguing that the ultimate purpose of humanisation is to cultivate global peace and harmony.

The book starts with one of the most important notes: "*No peace, no education.*" *The first chapter sets the tone by raising the critical issues ranging from 'Climate Change' to 'Impact of Climate and Violence'.* The chapter paves the way for exploring the idea captured by an important statement: '*Only global peace and harmony can guarantee the survival of life on Earth and sustainable development.*' *It provides conceptual scaffolding for the whole book by identifying threats to global peace and harmony and the role education must play in addressing them.*

The book's success also lies in its comprehensive presentation of global perspectives from all regions. The most substantial middle section of the book, from chapter 2 to chapter 9, presents diverse perspectives from Subhash Chander, Book Review - Mukhopadhyay, Marmar (Ed). *Education 5.0: Humanising Education for Global Peace and Harmony*. Springer Nature. 2026. 347 Pages., *World Voices Nexus: The WCCES Chronicle* (ISSN: 2522-7483), Special Issue Edited by Marmar Mukhopadhyay, Vol. 10 Nos. 1&2, June 2026
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eight regions of the world: Africa, Central Asia, the Middle East, South Asia, Southeast Asia, Europe and North America, Latin America, and the Pacific Islands.

The last three chapters synthesise the overall idea into a framework for peace education and global citizenship in the context of Education 5.0. This three-section division is not merely a case study of global peace and education policy, but also provides a holistic understanding of the issues, challenges, and possibilities related to global peace and education.

Professor S.P. Malhotra's treatment of African educational reforms across countries is grounded in a sound understanding of their policies and research. It highlights the most important issues crucial to the global scenario and aligned with the world's developmental agenda. The lens of sustainability and inclusion shapes the continent's policy landscape and future direction.

Dr Mrityunjay Kaibarta, in his chapter on Central Asia, traces the diversity of the countries' policies. It actually goes beyond treating these countries as monolithic in their educational histories. The diversity is as beautifully explained as he traces the common points of concern and possibilities.

Globalisation of Education: Middle East Asia, written by Dr Ramesh Chander Sharma, is extremely analytical but lucid. It explores the gaps and differences between countries transitioning through different conditions. The range of policy reflections, from curriculum to pedagogy, gives a conceptual depth.

Professor N.V. Varghese's chapter on South Asia and Professor Sudhanshu Bhushan's chapter on South East Asia productively explore the tensions and ambitions of the policies and educational changes. The continuity across the chapters makes it a wonderful read.

The culturally responsive educational change of Latin America is discussed effectively by Professor Matheus Batalha Moreira Nery. It raises questions and helps you explore how reforms imported without contextual adaptation may create inequalities rather than address them.

Peace Education in Oceania: A Multi-Country Review of Frameworks, Policies and Pedagogical Innovations, by Prof. Tapan Kumar Basantia and Dr Paramesh Roy, maps peace education policy and curricular provisions across the fourteen sovereign Oceanian nations including Australia, New Zealand, Papua New Guinea (PNG), Fiji, and the Solomon Islands. It highlights some of the unique efforts by these countries to influence global peace.

These chapters build a compelling argument that, despite the contexts, there is a global trend towards educational policies that focus on inclusion, sustainability, and the development of values, hallmarks of a peaceful society.

The final chapters build upon the discussions in earlier chapters. Professor Mukhopadhyay builds an extremely elaborate foundation for peace education. A transformative peace education curriculum provides a roadmap for achieving global peace through education. *The author argues for peace education as a means of peacebuilding. It explores the concepts of negative, positive, and authentic peace, as well as sustainable peace, and the contributions of Galtung, Montessori, Reardon, Paulo Freire, and others. The contributions of UNESCO and UNICEF, in terms of concepts, policies, and support, occupy a central place in the discourse. The chapter proposes a curriculum framework of peace education.*

In chapter 11, the author argues that global citizenship education is essential for fostering peace and harmony worldwide. The chapter explores the concept of global citizenship as defined by Ubuntu, 'sumak kawsay,' and the Indian wisdom of 'the world as a family,' as well as in other countries. The author discusses UNESCO's role and contributions in promoting global citizenship education. The chapter provides an overview of global citizenship education, including policies, research, and practices across various regions.

In conclusion, the chapter proposes a global citizenship education framework and a proposed list of fundamental duties of global citizens, as duties and rights are the two hallmarks of citizens in any country.

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The concluding chapter, co-authored with Dr Bidhan Gantait, attempts to synthesise the book's insights into a coherent Education 5.0 framework. The framework gives a vantage point that emphasises humanisation of learning beyond technological overload. You are compelled to reflect when they clearly state that, given the evolution of generations in education, the emphasis is on cognitive development, with *increasing reliance on technology. The missing component in education is emotional development and empathy, which are the foundation of peace and harmony*. The vision is accessible to all and gives detailed guidance about future practices.

All the chapters engage in depth with policies and reforms. There is a shared criterion for evaluating these educational reforms across different reasons, which provides the chapters with a systematic basis for comparison. It provides scope for future exploration of different stakeholders in education. 21st-century education needs direction to prepare the next generation for global peace and to create a society that develops with mutual respect.

In 2023, Mukhopadhyay and Kundu proposed the 11 Gem model curricular framework for holistic development and global peace and harmony. It has been seamlessly woven into future educational pathways. The Education 5.0 proposed here emphasises the holistic development of children, building on the 11 Gem model, peace education, global citizenship education, talent optimisation, and self-actualisation. As Prof. Mukhopadhyay suggests in the book, the model draws on global ideas and lays the foundation for future education.

Prof. Mukhopadhyay's own authority in this field, built over decades of engagement with institutions such as NIOS, NIEPA, UNESCO, UNICEF, across the world, lends credibility to the book. It will be extremely useful to education policymakers and education scholars, teachers, teacher educators and anyone interested in peace education and global citizenship.