

SPECIAL ISSUE ON PEACE EDUCATION

World Voices Nexus: The WCCES Chronicle

Guest Editor

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A Few Words

I thank Prof Kanishka Bedi, President of the World Council of Comparative Education Societies (WCCES), for nominating me as Chairman of the WCCES Task Force on Peace Education and entrusting me with the responsibility of editing this special issue of the *Peace Education Chronicle*. I am honoured.

This issue of the *Chronicle* contains an editorial, three country case studies, four regional comparative studies of peace education, a research study and a review of a book on education for global peace and harmony.

In the editorial article, my focus is on examining peace as a possibility in this warring world and whether it is a choice or a necessity for human survival on Earth. In the process, I have examined the philosophical basis of peace in the evolution of human civilisation, the anatomy of peace and violence, and the role of peace education in responding to the challenge of violence.

The next three papers present peace education in India, Japan, and the Solomon Islands.

- Professor T. Horio, distinguished Professor of Education in Japan and representative of the Society of Article 9 Global Charter, carefully examines the impact of Article 9 on Japan's post-World War II development and its role in the larger global phenomenon.
- The Indian case, by Dr Kajol Kalsi and Professor Renu Nanda, describes the evolution of peace in Indian civilisation and peace education in the socio-cultural context of India. Special focus has been given to the borderland dynamics of Jammu and Kashmir, which lies on the India-Pakistan border.
- Professor Jack Maebuta presents a case of peace education in the Solomon Islands. Drawing on research studies, policy documents, and community-based peacebuilding initiatives, he argues for developing effective peace education curricula that are culturally grounded, contextually relevant, and systematically integrated into both formal and informal education systems.

The next section comprises regional comparative education studies on peace education. The four regions are Africa, Latin America, the Middle East, and Oceania (Pacific Islands).

- In the first paper, Professor S. P. Malhotra assesses the process of peace education, including policy frameworks, curricular integration, pedagogical practices, and the impact of peace education initiatives across African nations. Based on continental strategies, international interventions, and country-level experiences, he highlights the transformative potential of peace education while critically analysing its limitations and implementation challenges.
- In the next paper, Professor Matheus and Dr Gantait examine how education can help prevent violence and foster social cohesion. The paper analyses diverse national strategies: Colombia's mandatory *Cátedra de la Paz* rooted in post-conflict reconciliation; Guatemala's focus on intercultural bilingual education following the 1996 peace accords; and Argentina's paradigm of democratic citizenship. A central component of this paper is an exploration of Brazil's educational evolution, particularly the *Base Nacional Comum Curricular (BNCC)* and its ten general competencies, designed to foster empathy and dialogue.
- Dr Ramesh Chandra Sharma compares peace education across nine countries in the Middle East. The paper proposes a "Spectrum of Peace Education Contexts" to place countries from active conflict zones to states that have formally adopted peace, tolerance, or civic education

goals. The analysis focuses on curriculum and textbooks, the role of teachers, and non-formal peace education where formal schooling is weak or disrupted.

- Professor Basantia and Dr Paramesh Roy present a comprehensive multi-country review of peace education frameworks across sovereign Oceanian nations. By analysing critical peace theory, decolonial pedagogy, and indigenous epistemologies, the study maps explicit and implicit curricular provisions for peace education, exposing a stark dichotomy between advanced settler-colonial educational frameworks and underfunded sub-regional curricula.

Dr Kamiya Kumar presented her doctoral work at Columbia University on the strength of collaboration in bringing about change for peace. This is a year-long experiment involving 19 young students of grades 11 and 12 in a reputed private school in Delhi.

The last item in this issue of the *Chronicle* is a review of the book *Education 5.0: Humanising Education for Global Peace and Harmony*.

I hope readers will find the articles in this issue useful.

Prof Marmar Mukhopadhyay
Guest Editor