



Globalization and Peace education

Dr. RD Bharati

LNT College of Education, Mile Stone, Panipat, Punjab, India

Abstract

Today, it is difficult to find a community that has been unaffected by globalization, yet its effects are still unknown to many people. This is an attempt to bring the subject to the awareness of educators of countries around the world. It is ironic that globalization on one hand has incited people all over the world to protest against it; on the other hand, it has drawn the world closer together. Various contradicting effects of globalization on nations all over the world, especially on the economic, work forces, services, and education this is an attempt at reconciliation of the conflicts created because of globalization through global education or peace education. It is needed in learning about the kind of educational opportunities provided to students that will develop their awareness of the dichotomies presented by the trend and by which they able to forge ahead; look beyond globalization and prepared to meet the challenges.

Keywords: globalization, reconciliation, revolutionizes, discrimination

Introduction

A process of the international integration of economies by means of the social restructuring of the modes of production, distribution, and consumption of goods and services on a global scale; this restructuring is accomplished in part through the removal of trade restrictions and the opening of national borders to allow capital to flow freely between countries. Someone go even further and suggest that globalization is not merely a process of economic integration, but the actual universalization and modification of knowledge, education, technology and communication, culture, healthcare, heritage, genetic codes, and natural resource such as land, forest, air, and water, all these as referents of globalization.

Education

Education is not spared by the overreaching grasp of globalization since "education mirrors society in the sense that social change generates educational change and educational policies bend to accommodate the impact and objectives of globalization, in terms of human society, social justice, environment care, and democracy, the consequences delivered upon humans by globalization continue to be diverse, although it more adverse than positive. Third world governments are attracted by globalization to the development. The governments of each country especially developing countries are thus pressed to increase spending to produce a more educated workforce, which attracts foreign investments to their particular country. However, the forces globalizations discourage public spending and promote private spending on the expansion of education and other services.

Information Technology

Information Technology is one of globalization forces, changes the way education is delivered. The use of technology in classrooms revolutionizes the way students learn, think, work, and access bodies of knowledge and the world. The use of technology in the classroom can assist

with the accommodation of students-differences, promote critical thinking, develop problem – solving skills, and enhancing students inter connection with others in different parts of the globe. Information Technology can offer a motivating, relevant, and a dynamic way of teaching and learning. Universal Declaration of Human Rights: "The fundamental values societies hold to be at the core of human dignity." The advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people ...the peoples of the United Nations have in the charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in large freedom. Yet human rights are often violated in the process and safeguards of modernization, particularly by the practices of class-based injustices, racism, sexism, discrimination, and others. A holistic global education needs to integrate the care issue of human rights, such as gender equality into the classroom similarly, as the young campaigner on child workers Keilburger (1998) noted, dominant development models have exploited the labour of children and violated their rights as children and abuse prevention movements often surface in newspaper, although the struggles continue. In schools, child abuse prevention programs are included in the health curriculum. Women's centers and income-generating activities, such as cooperatives, are more consistently in place in numerous third world countries. The ratification by 191 countries of the convention on The Right of Children, an international treaty protecting the rights of children signaled an engagement with, and the empowerment of, child labours, few of whom are normally given access to alternative economic and social resources.

Peace Education

Peace educators to day cannot avoid dealing with the effects of war and other consequences of militarization. Massive

global spending on weapons and other military technologies clearly diverts valuable resources away from many nations' basic needs. Peace education motivates citizens to become more aware of the anti-development effects of militarization, and hence lobby for the conversion of arms expenditures into programs which satisfy the basic needs of the poor. In school, efforts are being made to stop violence. Most recently, Edmonton Public Schools announced a "Zero tolerance campaign for bullying," Which is one of the curricular expectations. Covered in Edmonton Class room, as well as The Safe and caring Schools Program. Peace demonstrations and peace rallies against wars across the globe – lately against the war in Iraq-are gaining more momentum by the hour .The stand that the Canadian government has taken to not support the limited states' invasion of Iraq is impressive . Although new tensions are emerging, the fall of the Berlin Wall, the reduction in arms that were accumulated during the cold war era, the "Walk for Peace," the reconciliation effort in Cambodia, and the bloodless peoples' Revolution in the Philippines. May all be examples of peace full responses to physical and structural? violence. There is now widespread consensus among peace, global, and development educators that future development projects must promote sustainability. The value of citizenship calls on us to educate people to be capable of creating nonviolence, just social order on this planet, a global civil order offering equality to all Earths' people, offering protection for universal human rights providing for the resolution of conflict by nonviolence means, and assuring respect for the planet that produces the life and the well – being of its people. Finally, a holistic model of peace, or global, education is idea, especially on that De. Pass. *et al.* describe: to develop a "partnership between professional development educatorsschool and the board range of social movements.....what is required of partnerships is mutual respect and common recognition of common important goals. When the right of life and viable community is threatened anywhere, by nature, social, or political cause, we have a common goal and common responsibility to protect and support those who are threatened peace education must not –only involve school personnel, but also the community, private citizens, governments, business and everyone else since for it to be effective, it must be taught holistically.

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