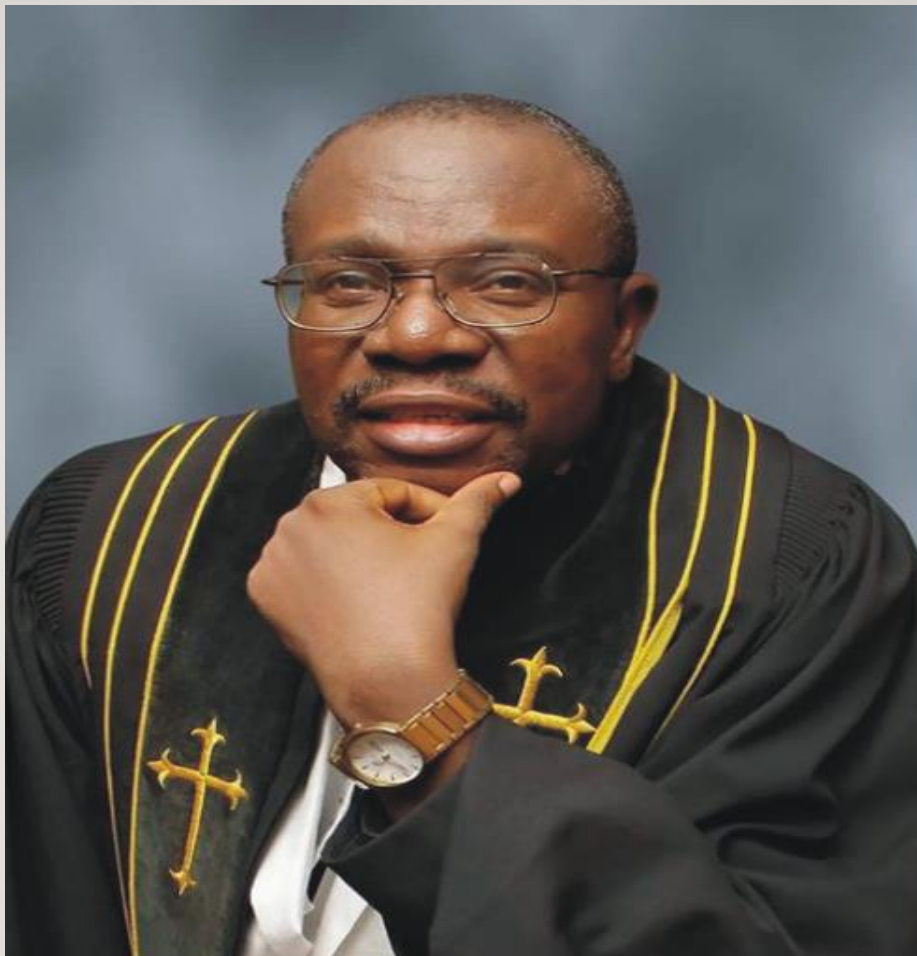


PEACE AND LEADERSHIP TRAINING KPLC UNILAG AUGUST 2019

INTERLINK AMONG PEACE EDUCATION, CO-EXISTENCE EDUCATION AND
CITIZENSHIP EDUCATION

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APPLI/AFPLI CHARACTERIZATION OF PEACE EDUCATION

- At APPLI/AFPLI, we characterize Peace Education into
 - Peace and Conflict Education (PACE)
 - Culture of Peace Education (COPE)
- Semantically, we want our students to be able to pace and cope as they study and practice culture of peace education
- In essence we are saying it is not enough to have a head knowledge of peace, you must have a heart understanding of peace and strength and faith enough to practice the pursuit of peace.
- Peace activism is therefore a matter of head, heart and hands.

PACE MUST BE VALUE BASED

- According to the value-based pedagogy of peace education, peace education cannot be value neutral.
- Values and attitudes must constitute essential component parts of effective peace education.
- Values and attitudes must underpin peace education and be addressed, pedagogically, through the curriculum and the whole school or education system. (Oyeyemi, 2012b).
- Violence alleviation in schools is evident when student mediators learn and apply conflict resolution skills to resolve conflicts. (Casella, 2000).
- At APPLI/AFPLI, we have conceptualized, designed, and develop ten (10) pedagogical ways to teach peace and conflict education (PACE). Please see Oyeyemi, 2012a).

UNESCO'S CULTURE OF PEACE EDUCATION (COPE)

- The Culture of Peace Education (COPE) developed by the UNESCO in 2005 has the following components:
 1. Education for Human Rights
 2. Nonviolence Education
 3. Global Citizenship Education
 4. Multicultural Education
 5. Peace Education
 6. Culture of Peace Education
- See Oyeyemi 2012b.

GROWING IN PACE, DEVELOPING IN COPE

- Metaphorically, when you advance in your pace, you must learn to cope in your new position or location.
- Quite often the rate of your pace will determine the ability to cope or vice versa.
- Sometimes, you have to move beyond the morality of duty to the realm of morality of aspiration.
- So to speak you begin to see peace education in terms of co-existence education and citizenship (global) education.

ASKING PERTINENT QUESTIONS

- How could the entire UNILAG Campus (or the entire country) possibly engage in the “collective thought and collective feeling which produces true community?”
- Please give some examples:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

ASKING PERTINENT QUESTION, CONT'D.

- 6.
- 7.
- 8.
- 9.
- 10.

ABILITIES TO ENGAGE IN DIFFERENTIATIONS

- Differentiate between crowds and groups as ingredients of the community
- Creative citizenship versus creative statesmanship
- Members of a party, religion, ethnicity, often support the same candidate, but for different reasons, making them a mere 'crowd', not a 'group' unified by ideas.
- A group can be created into a “real whole” person. But a crowd cannot.
- As the individual receives education so that he or she can be made whole, so also a group can be educated to become a whole.
- It is the desire of APPLI/AFPLI to create a new constituency of peace builder that would open the untapped the social wealth of Nigeria and Africa, the Future Land of Peace

PEACE EDUCATION A SOURCE OF SOCIAL WEALTH

- How can peace education become a great untapped source of social wealth?
- Will peace education promote integration as psychological unification?
- Conflict should be recognized instead of being suppressed
- Deliberately concealing or suppressing a motive or desire could increase conflict
- Repression of desire only breeds further anger and conflicts
- Compromise versus integration – which one repress or resolve conflicts?
- Compromise can end in dissatisfaction, but integration may end in real stabilization

WEAPONIZING PEACE INSTEAD OF CONFLICT

- Precipitating conflict so that one can adjudicate it is weaponizing conflict.
- In essence, adaptive leadership must decide on the presence and relevance of conflict.
- Adaptive leadership must decide how to use peacebuilding to neutralize conflicts.
- He or she must be able to decide which process to use:
 - Autocratic
 - Consultative
 - Participative
 - Or Consensual

JUDGEMENT BASED ON FACTORS OF THE ASSOCIATED WITH THE PROBLEM/CONFLICT

- Remember some of the factors as the problems
 - The type of problem.
 - The resilience of the social system.
 - The severity of the problem
 - The time frame for taking action

FOCUSING THE PROBLEM/CONFLICT

- In focusing on immediate problem, a person intent on leading must ask for practical and related questions:
 - How can he or she identify an adaptive change for the change?
 - How can he or she keep attention focused on ripening issue?
 - How can he regulate stress to keep it within a productive range?
 - How can he take action to promote social learning so that a new equilibrium is reached?

THE HIDDEN SPRING OF LIFE

- “Whoever connects others to peace has connected the people with the hidden springs of life because peace is the spring of life.”
- “And the fruit of righteousness is sown in peace of them that make peace.” James 3:18.

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