Chapter Three

EDUCATION FOR LEARNING TO LIVE TOGETHER

- **Introduction**

"Learning: the Treasure Within", the report of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, and published by UNESCO in 1996 provides new insights into education for the 21st Century. It stresses that each individual must be equipped to seize learning opportunities throughout life, both to broaden her/his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world. It advocates four pillars of education:

- learning to know, that is acquiring the instruments of understanding;
- learning to do, so as to be able to act creatively in one's environment;
- learning to live together, so as to participate in and co-operate with other people in all human activities; and
- learning to be, so as to better develop one's personality and to act with ever greater autonomy, judgement and personal responsibility.

Education must not disregard any aspect of a person’s potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Among the four pillars of education, the Commission has put greater emphasis on the one that it proposes and describes as the foundation of education: learning to live together. This can be achieved by developing an understanding of others and their history, traditions and spiritual values. On this basis we can create a new spirit guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future. This may induce people to implement common projects and to manage the inevitable conflicts in an intelligent and peaceful way.

Learning to live together is one of the major issues in education today, since the contemporary world is too often a world of violence. Although there has been conflict throughout history, new factors are accentuating the risk, particularly the extraordinary capacity for self-destruction humanity has created in the course of the 20th century. Therefore, we believe it is necessary to devise a form of education which will make it possible to avoid conflicts or resolve them peacefully by promoting learning to live together with others, by developing a spirit of respect for the values of pluralism and the need for mutual understanding and peace.

- **Learning to Live Together in Asia and the Pacific**

In the midst of rapid global change, the Asia-Pacific Region, with its unique features in terms of culture, population and socio-economic conditions, is faced with increasing challenges that require immediate attention. These challenges are related to the issues of peace, human rights, democracy and sustainable development. In order to resolve these issues, peoples of the region
and peoples of the world should accept their differences but start working on the basis of their commonalities for the survival of humankind.

Strengths that a country has established throughout the years should become a fundamental asset for sharing, caring, helping and working together towards maintaining peace, protecting human rights, enhancing democracies and accelerating development in the pursuit of the common goals of humankind.

Peoples of the region should learn to live together on the basis of mutual respect and understanding, helping one another, sharing and caring for the benefit of all. Learning to live together requires a dynamic, holistic, life-long process involving education of all segments of society.

When all qualities attached to the concepts of learning to live together are considered, education to achieve peace, human rights, democracy and sustainable development is undoubtedly an holistic linked process. All values related to peace are linked to those of human rights, democracy and sustainable development. Sustainable development, which covers all aspects of human life, cannot be accomplished without peace. Peace cannot be achieved without democracy. It would be difficult to attain democracy where violations of human rights exist.

**Goals**

Education for peace, human rights, democracy and sustainable development is predicated on the development of a sense of universal values. However, these values must be understood in the context of various Asia-Pacific cultures.

For this purpose, education must prepare every individual with the enabling skills essential for managing life in a rapidly changing world. Consistent with this, the goals of education for peace, human rights, democracy and sustainable development will be:

- to develop love for humankind and the environment;
- to create awareness of the importance of living in harmony with each other and with the environment;
- to develop in individuals the skills of interpersonal communication in order to promote understanding, acceptance and tolerance;
- to enable individuals to give and receive;
- to create an awareness of the solidarity of humankind irrespective of race, religion, creed and culture;
- to create awareness of the uniqueness of individuals in their socio-cultural context;
- to enhance the quality of human relationships through a sense of dignity and equality, mutual trust, and an appreciation of others' beliefs and cultures;
- to promote active participation in all aspects of social life, and to ensure freedom of expression, belief, and worship;
- to develop effective democratic decision making that will lead to equity, justice and peace;
- to create awareness of the need for individual freedom and autonomy with responsibility;
- to develop the skills of reasoning, to enable learners to make informed decisions.
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- to create an awareness of the environment that will promote sustainable development and continuity of the human race.

Learning to live together in peace, respecting human rights, practising democracy and achieving sustainable development requires a coherent and integrated approach to ensure learner involvement that has an impact on every aspect of the learner as an individual. This approach will involve an integrated curriculum framework, appropriate teaching strategies, a variety of approaches, techniques and resources, access to key international documents and the direct involvement of students in internalizing and practising these values in realistic situations. These requirements are enlarged upon below.

1. An Integrated Curriculum Framework
An integrated framework for curriculum implementation considers:

- the integration of the values of peace, human rights, democracy and sustainable development across the curriculum;
- the linkage between formal and informal networks of learning, including the links between school and the community;
- local, national, regional and global needs;
- the special needs of students according to age, socio-economic background, ability and gender;
- the identification of appropriate resources to meet the needs of students;
- the inclusion of formative feedback for the learner's improvement and development

2. Teaching Strategy
Peace, Human Rights, Democracy and Sustainable Development education are integral components in Values Education, Moral Education, and Ethics courses for trainee teachers.

The major strategies used in teaching these courses may include the inculcation and clarification of values, the posing of moral dilemmas, values analysis, action learning, evocative strategies and the social action model.

Transpersonal strategies may also be used, such as meditation, visioning, introspective analysis, psychosynthesis and others.

In using the strategies above, important consideration must be given to the holistic and confluent approach to values formation. The learner as a total person is of foremost consideration in values teaching.

3. Variety in the Approaches, Techniques and Resources Used
The teaching and learning of values will be based on a variety of approaches, techniques and resources to ensure that they are taught in the most meaningful and effective way. Course content will include:
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- explanation of values;
- analysis of values;
- social action;
- the development of affective, cognitive, social and spiritual values.

4. Access to Key International Documents

To obtain the key international documents, such as the Declaration and Integrated Framework of Action on Education for Peace, Human Right and Democracy (Geneva, 1994) and the Declaration of Principles of Tolerance and Plan of Action (Paris, 1995) refer to Annex.

5. Student Involvement

The straight lecture and one-way classroom instruction should be kept to a minimum, with active methods directly involving students being preferred, such as:

- Group discussion and group dynamics
- Simulation and role-play, such as mini UNESCO conferences
- In-depth research and individual assignments
- Field visits and studies
- Volunteer work for those less fortunate
- Internet communication with ASP projects, both within one's own country and with other countries
- Participation in and observation of national and international conferences
- Teaching practice
- Extensive use of mass media

6. Realistic Situations

The four core values need to be taught and practised in realistic situations so that students develop a commitment to adopting and promoting these values in their own community settings.

Evaluation

The assessment and evaluation of student teachers in education for democracy must be reciprocal. While professors/instructors evaluate students' performance, the students should evaluate and assess the effectiveness of the training programme and the instructors' training methods.

Students' performance should not be limited to the acquisition of knowledge and information, but should cover the entire range of attitudes, emotions, aspirations and experiences, especially voluntary activities. Furthermore, assessment should ideally be made in consultation with students so that they also understand the value of assessment and evaluation.
The goal of education for democracy is to enhance the quality of human relationships. Evaluation and assessment should be made on a continuing basis, with evaluation being considered one of the means of promoting students' personal growth, rather than being a 'one-shot' test of knowledge.

Particular aspects of personal growth to pay attention to in evaluation and assessment are:

- An ability to diagnose a problem
- The capacity to take part in discussions and listen to others
- An ability to make a clear analysis
- An ability to find solutions to problems in co-operation with others
- Voluntary participation, co-operation and service
- Constructive approach rather than authoritarian attitudes
- A willingness to share and care