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THE DEVELOPMENT OF PEACE EDUCATION THROUGH THEIR BASIC PRINCIPLES

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Abstract: Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, Peace education aims to help students acquire skills for nonviolent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education, has a more proactive approach. Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice. Nevertheless, the importance of accepting the specific situations in which programs for peace are being implemented and held should be emphasized. Owing to these specifics, difficulties emerge when one tries to define the unique approach, methodology, and evaluation of the efficiency of applied programs. The complex systems of society, the circumstances, and the context make the peace education field very active and diverse.

Keywords: Development, Peace, Education, Principles.

Introduction: The understanding of the concept of peace has changed throughout history, and so has its role and importance in the educational system from the very beginnings of the institutionalized socialization of children. When discussing the evolution of peace education, however, there have been a few important points in history that defined its aims and actions. The end of World War I (1914–1918) brought powerful support for the need for international cooperation and understanding and helped in still a desire to include these ideas in