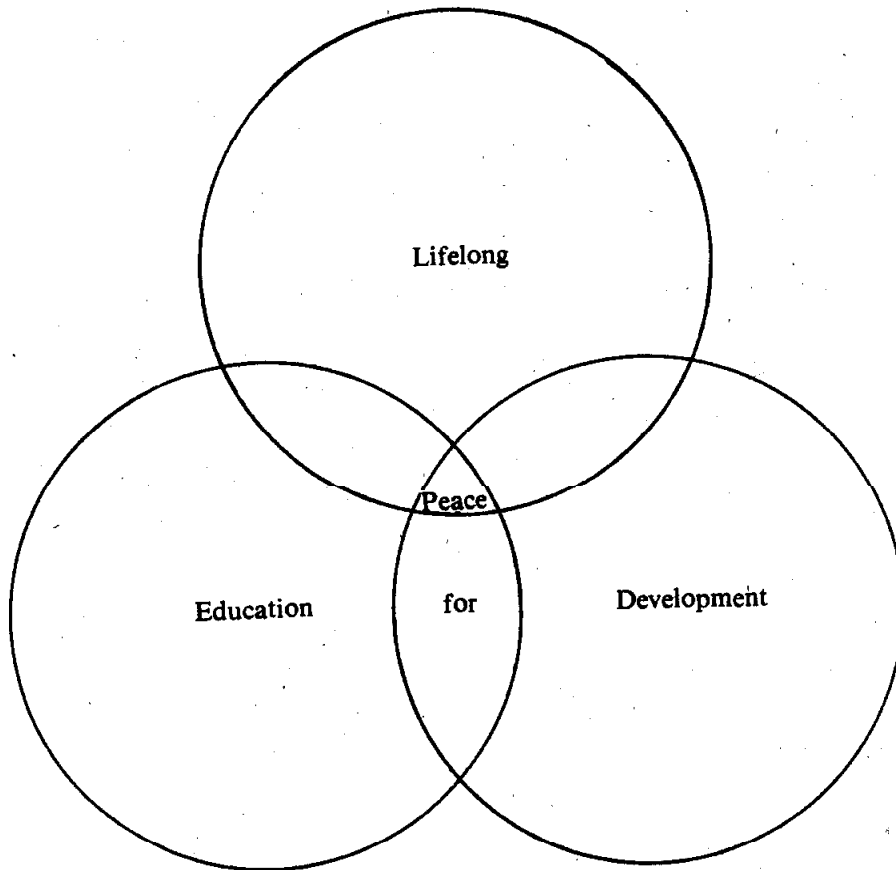


**บทที่ 16**

**Lifelong Education for Development :  
A Peaceful Approach to Teacher Education.**



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## Lifelong **Education** for Development A Peaceful Approach to Teacher Education

### 1. Basic Rationales.

Educational processes are integral and significant parts of development processes. Man can effectively develop himself and his own environment through education, especially when that education is designed for the promotion of development.

Both education and development are characterized by producing changes for the better in a lifelong process. Education deals with changes of individual and institutional behaviors, whereas development deals with changes of social, economic and environmental conditions. These two kinds of changes are linked in a cause-and-effect relationship.

In dealing with changes, however, we should be **very** careful of the **consequences** of changes. Usually changes brought about by development may cause disorganization, confusion and conflicts in the minds as well as in the communities. As results of development, harmony, peace and happiness in the traditional communities may be disappearing.

In order to safeguard these qualities of traditional community life, we should have a built-in adjustive **mechanism** included in the programs of education for development.

For this paper, Moral Value Education is proposed as the adjustive mechanism to be taken as the spiritual core of education for development, so that development will maintain and enhance harmony, peace and happiness in life, community and society. This constitutes a peaceful approach to development education.

At the Faculty of Education, Ramkhamhaeng University, we are developing programs for lifelong teacher education for development based on the peaceful approach model. Ramkhamhaeng University is an open University with student population of **600,000**.

### 2. Scope of Lifelong Education

Lifelong education begins in the womb and ends in the tomb. It embraces formal, non-formal and informal education. For a peaceful approach, the program of lifelong **education** will place an emphasis on Moral Value and Peace Education as a foundation for other aspects of education.

Teacher education in this context will provide integrated training programs for teachers of formal, non-formal and informal education.

### 3. Nature of the programs.

There are two programs in the curriculum of lifelong teacher education.

- (1) A degree program leading to the Bachelor of Education.
- (2) A non-degree program offering courses for the certificate of education and **providing** courses for various groups of population.

#### 4. Objective of the Programs

The programs of lifelong teacher education for development have the major **goal** of training teachers for **peaceful** lifelong education which serves as a basic force for development with the following objectives:

- (1) To train teachers for rendering peaceful education to parents, children, and youths who are out of schools.
- (2) To train teachers for rendering peaceful education to adults who are the major human resources for development.
- (3) To train teachers for rendering peaceful education for community development in both formal and non-formal contexts.
- (4) To train teachers **for** administering peaceful education for development.
- (5) To train teachers for rendering peaceful education for **development** through mass media.
- (6) To render peaceful educational services to the community and society.

#### 5. Levels of Training Programs for Teachers of Lifelong Education.

There are four levels of training programs for teachers of peaceful lifelong education as shown in Figure 1.

#### 6. Majors in Lifelong Education for Development.

There are five major areas in lifelong education for development as **follows:-**

**(1) Major Area I : Education for Development for Peaceful Mind and Democratic Personality.**

This Major Area is designed for training teachers who will provide education for children, youths and parents in the **community**. **Teachers** for day-care **centres belong** to this **category**.

**(2) Major Area II: Education for Development of Life and Work.**

This major Area is designed for training teachers who will provide development education for adults of all vocations.

Teachers for farmer night schools and factory schools belong to this category.

**(3) Major Area III: Education for Development of Community.**

This Major Area is designed for training teachers who will play dual roles of teachers and community development workers. In **Thailand**, these dual roles are urgently needed and they are now encouraged by the government.

Teachers in the community schools and community development centres belong to this category.

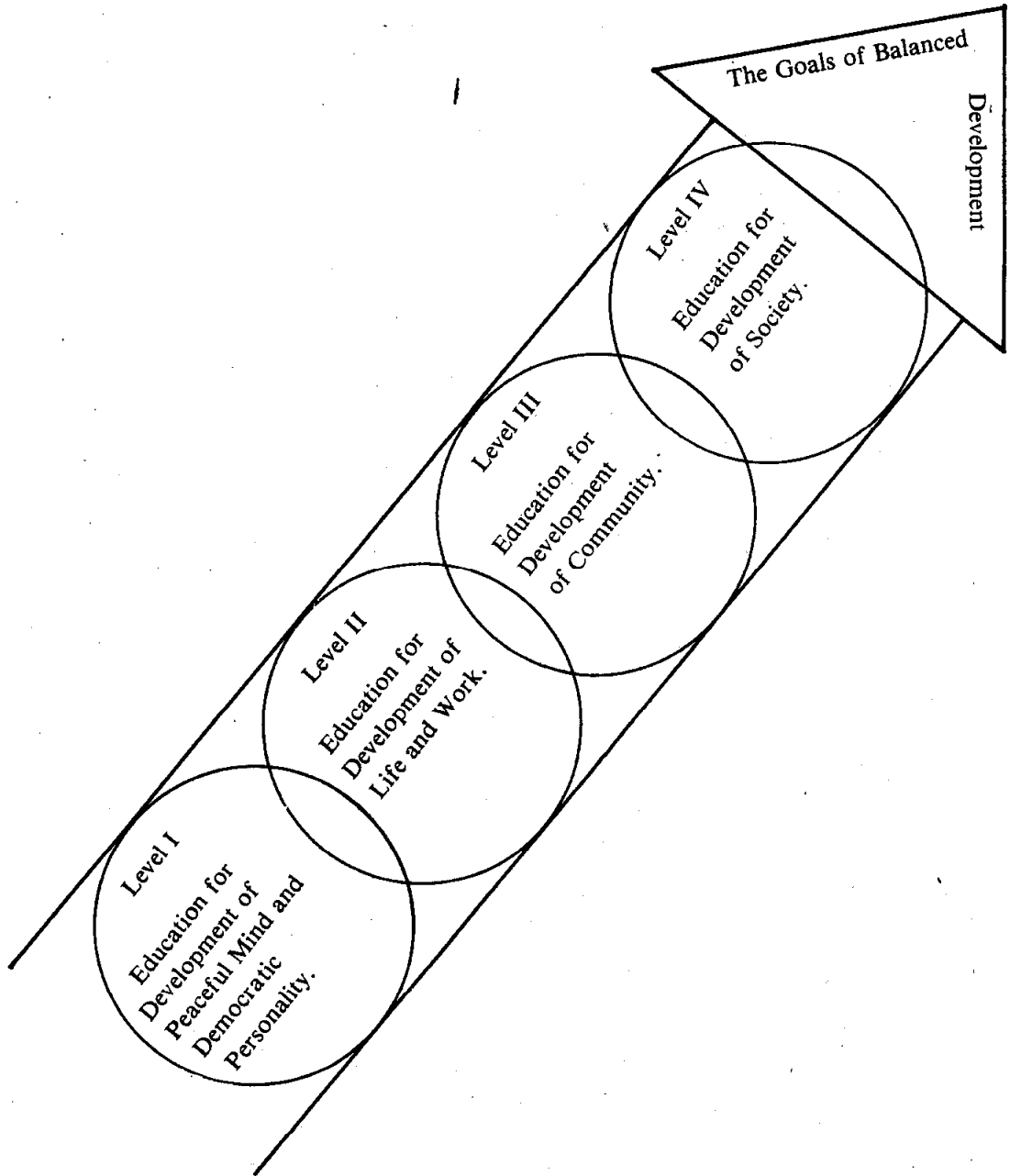


Figure 1. Four Levels of Training Programs for Teachers of Lifelong Education.

(4) Major Area IV: Education for Development of Society.

This Major Area is designed for training teachers who will mainly work as educational planners, administrators and organizers at regional and national centers of non-formal education.-

(5) Major Area V: Education for Development of the Masses.

This Major Area is designed for training teachers and mass media workers to deliver lifelong education to the masses through mass media.

## 7. Samples of courses in Each Major Area

A Programme of Lifelong Teacher Education for Development.

I . General Education ..... 30 credits

- (1) Social Sciences: A Peaceful Approach
- (2) Natural Sciences
- (3) Humanities
- (4) Languages
- (5) Research and Statistics

II . Professional Education ..... 30 credits

- (1) Philosophy of Education: A Peaceful Approach
- (2) Educational Psychology: A Peaceful Approach
- (3) Spiritual Development Teacher Competencies
- (4) Social Development Teacher Competencies
- (5) Material Development Teacher Competencies
- (6) Development of Instructional Media
- (7) Teacher Professional Ethics
- (8) Measurement and Evaluation of Lifelong Education.

III. Major Areas.

3.1 Major Area I: Education for Development of Peaceful Mind and Democratic Personality.60 credits

- (1) Basic Health Cares for Children
- (2) Promotion of Language Development in Children
- (3) Development of Number Concepts
- (4) Nature Study for Children
- (5) Development of Moral Character for Children
- (6) Home Economics
- (7) Socialization for Democratic Personality Development
- (8) Group Dynamics and Plays for Children
- (9) Meditation for Development' of Health and Personality
- (10) Principles and Techniques of Early Childhood Education
- (11) Camping for young Leaders
- (12) Training for Development of Democratic Personality
- (13) Songs and Music for Children
- (14) Development of Creative Thinking Abilities
- (15) Development of Artistic Abilities

- (16) Development of Achievement Motivation
- (17) Development of Work Attitudes and Habits
- (18) Social-Cultural Education for Citizenship
- (19) Peaceful Ideology Education
- (20) Human Development
- (21) Moral Value and Peace Education

3.2 Major Area II: Education for Development of Life and Career..... 60 credits

- (1) Development of Life and Work Oriented Literacy Programmes for Adults
- (2) Curriculum Development for Job-Creation and Self-Employment
- (3) Nutrition and Health Education
- (4) Moral Foundation of Life and Work.
- (5) Meditation for Development of Health and Personality
- (6) 'Inquiry Method of Peace
- (7) Business Education
- (8) Culture and Personality for Life and Work
- (9) Marriage Life and Family Planning
- (10) Agro Industrial Education
- (11) Consumers Education
- (12) Development of Creative Work
- (13) Humann Relations for Development of Life and Work
- (14) Development of Achievement Motivation
- (15) Career Guidance
- (16) Agricultural Education
- (17) Life and Work Management
- (18) Music and Art Education
- (19) Moral Value and Peace Education

3.3 Major Area III: Education for Community Development.....60 credits

- (1) Research and Development of Community Schools
- (2) Community Development
- (3) Research and Development of Appropriate Technology
- (4) Integrated Rural Development
- (5) Meditation for Community Development
- \*(6) Village Boy Scouts for Community Development
- (7) Social Ethics and Morality for Community Development
- (8) Development of Community Sanitation
- (9) Promotion of Folk Culture for Community Development
- (10) Social Change and Community Development
- (11) Co-operative Education for Rural Development
- (12) Community Ideology Development

- (13) Planning and Management of Community Development Projects
- (14) Sports and Recreation for Community Development
- (15) Group Problem-solving for Community Development
- (16) Community Development Project Analysis and Evaluation
- (17) Moral Value and Peace Education

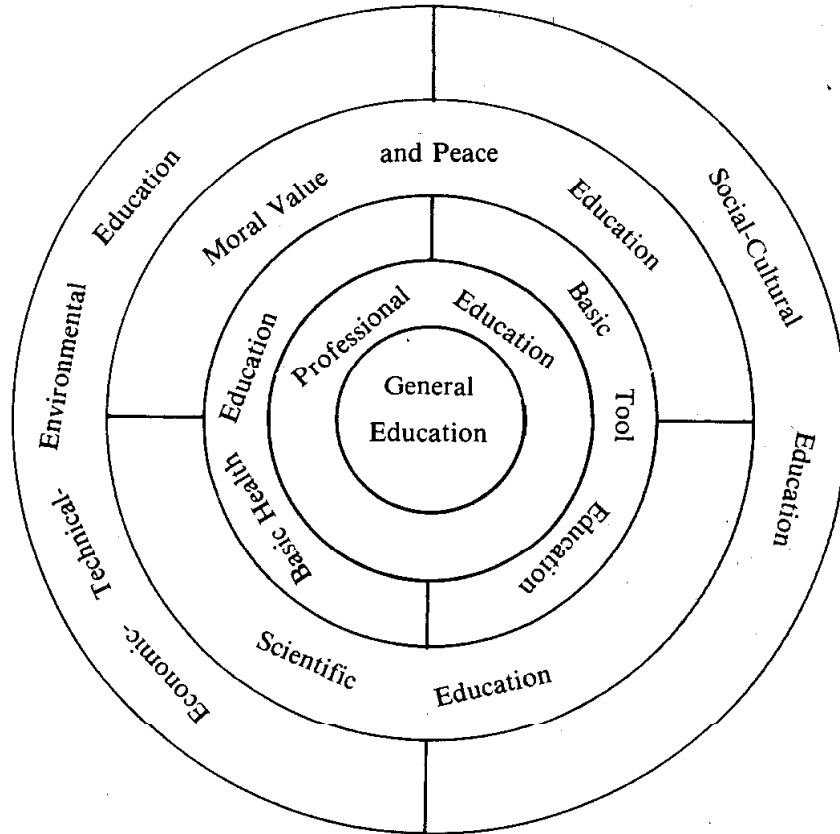
#### 3.4 Major Area IV: Education for Development of Society

- (1) Education for Development of Peaceful National Ideology
- (2) Development of Moral Foundation for National Security, Peace and Prosperity
- (3) Lifelong Education for Development of Life, Society and Natural Resources
- (4) Research and Development of Social Values for Peaceful Social Transformation
- (5) Development of Democratic Culture and Personality
- (6) Comparative Development Education
  - (7) Thai Art and Culture Study
  - (8) Meditation for the Development of National Peace
  - (9) Technology for Economic and Social Development
  - (10) Survey of Public Opinions
  - (11) Thai Politics and Government
  - (12) Nations' Physical and Mental Health
  - (13) Systems Analysis in Lifelong Education
  - (14) Peaceful Education: A Buddhist Approach
  - (15) Moral Value and Peace Education

#### 3.5 Major Area V: Education for Development of the Masses

- (1) Lifelong Education for the Masses
- (2) Meditation for the Masses
- (3) Citizenship Education
- (4) Consumers Education
- (5) Laws for the Masses
- (6) Mass Communication for Cultural Transmission
- (7) Democratic Education for the Masses
- (8) Health Education for the Masses
- (9) Child Rearing Practices: A Peaceful Approach
- (10) Home Technology
- (11) Home Industry
- (12) Co-operative Education
- (13) Social-Cultural Education
- (14) Economic Education
- (15) Psychology for Everyday Life
- (16) International Education
- (17) Moral Value and Peace Education

### 8. A Model of, Peaceful Teacher Education.



**Figure 2.** A Model of Peaceful Teacher Education.

This model of peaceful teacher-education is presented as a general approach which can be adjusted to suit regular programs of teacher training institutions. The basic requirement for the application of this model is that the regular educational system would have to be re-adjusted to fit the "Philosophy of Peaceful Education in terms of educational objectives, curriculum design, methods of teaching, and evaluation of educational outcomes.



### 8.1 The Basic Aims of Peaceful Teacher Education.

Teachers are regarded as the secondary fathers and mothers of children, and in fact in the modern sector of society where parents rarely have time to be with their children, teachers are entrusted with more and **more** responsibility as major socializing agents of children. **On** this basis, teachers are given a crucial opportunity to develop peaceful mind and personality in students by providing them with both academic and **character** education in a **balanced proportion**. Many private and independent schools in Europe, America and Asia usually offer this dual education to their students.

If teachers are to effectively provide “peaceful education” to students, they have to be specially trained to do so, because peaceful education is a delicate matter dealing with spiritual development as a foundation for character development.

The basic aims of peaceful teacher education are as follows:

- 8.1.1 To develop peaceful personality in teachers.
- 8.1.2 To develop teacher competencies in Moral Value and Peace Education
- 8.1.3 To develop teacher competencies in integrating Moral Value and Peace Education with other subject areas such as Social-cultural Education and Scientific Education.
- 8.1.4 To train teachers to have balanced competencies for the promotion of spiritual, material and social developments in the learners, as shown in Figure 3.

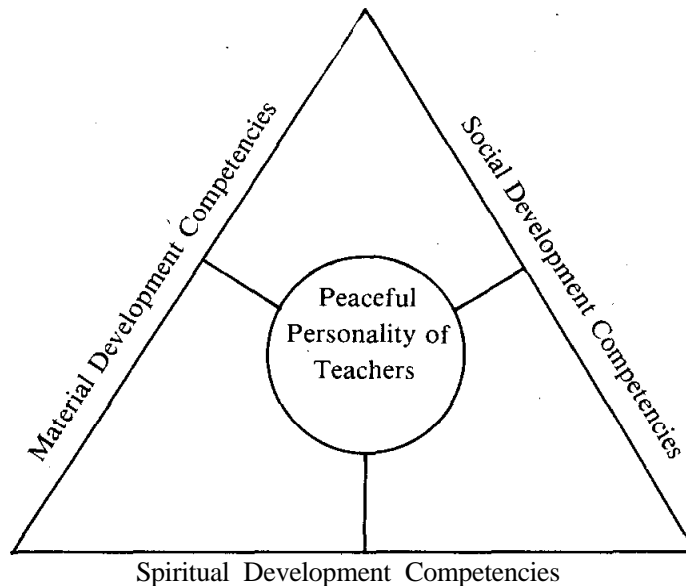


Figure 3. Balanced Teacher Competencies for Spiritual, Material, and Social Development of Learners in Peaceful Education.

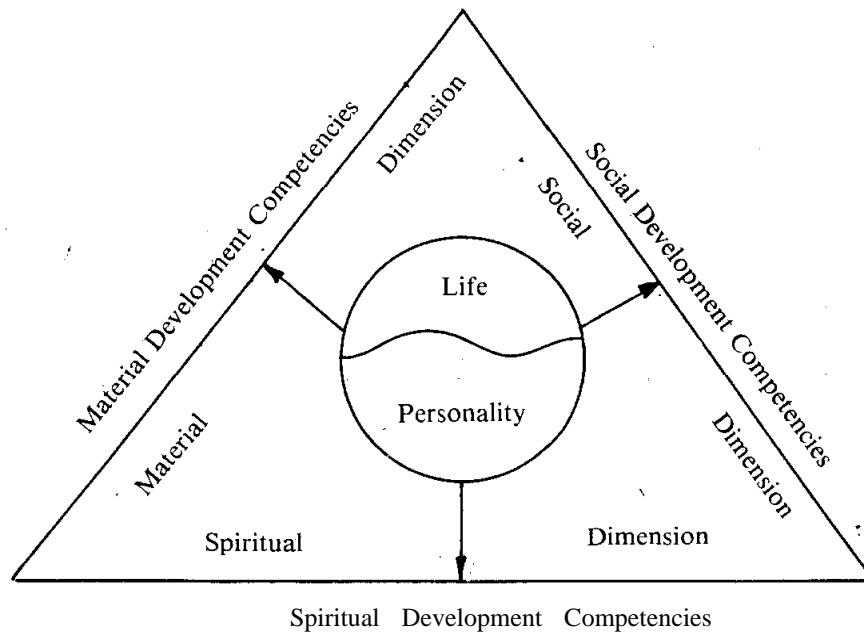
From Figure 3, the central aim of peaceful teacher education is the development of peaceful personality of teachers who are **characterised** by having peace of minds, humanistic **values**- and international attitudes. Around this personality type is built three sets of basic and **balanced**-teacher Competencies for **Spiritual, Material,** and Social Development of Learners.

Among these three **sets** of basic teacher competencies for peaceful education, the Spiritual Development Competencies are the missing component of modern teacher education. This missing component is crucial for the development of peace of mind which, according to the postulation of the author, is the grassroots of world peace. In addition, the Spiritual Development Competencies are essential for rendering a “humanizing effect” to the Material and Social Development of the learners.

#### 8.2 Balanced and Peaceful Teacher Competencies Derived From Basic Dimensions of Life.

The three basic teacher **competencies** are derived from the three basic dimensions of life as shown in Figure 4.

Life is composed of Mind and Body which are considered to be its Spiritual and Material Dimensions. The third dimension of life is derived **from** the fact that a human life cannot exist alone, he has to live in a society, hence the Social Dimension is essential for the existence of life.



**Figure 4.** Balanced Teacher Competencies Derived from Three Basic Dimensions of Life.

What are the Material, Spiritual and Social Development Competencies in relations to the peaceful education?

These relations are shown in figure 5.

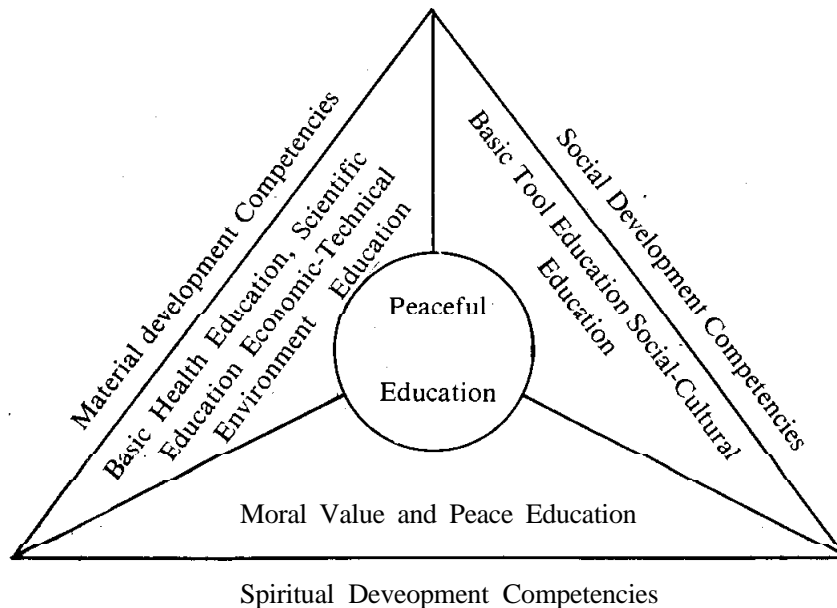


Figure 5. Relations of Balanced and Peaceful Teacher Competencies to Curriculum of Peaceful Education.

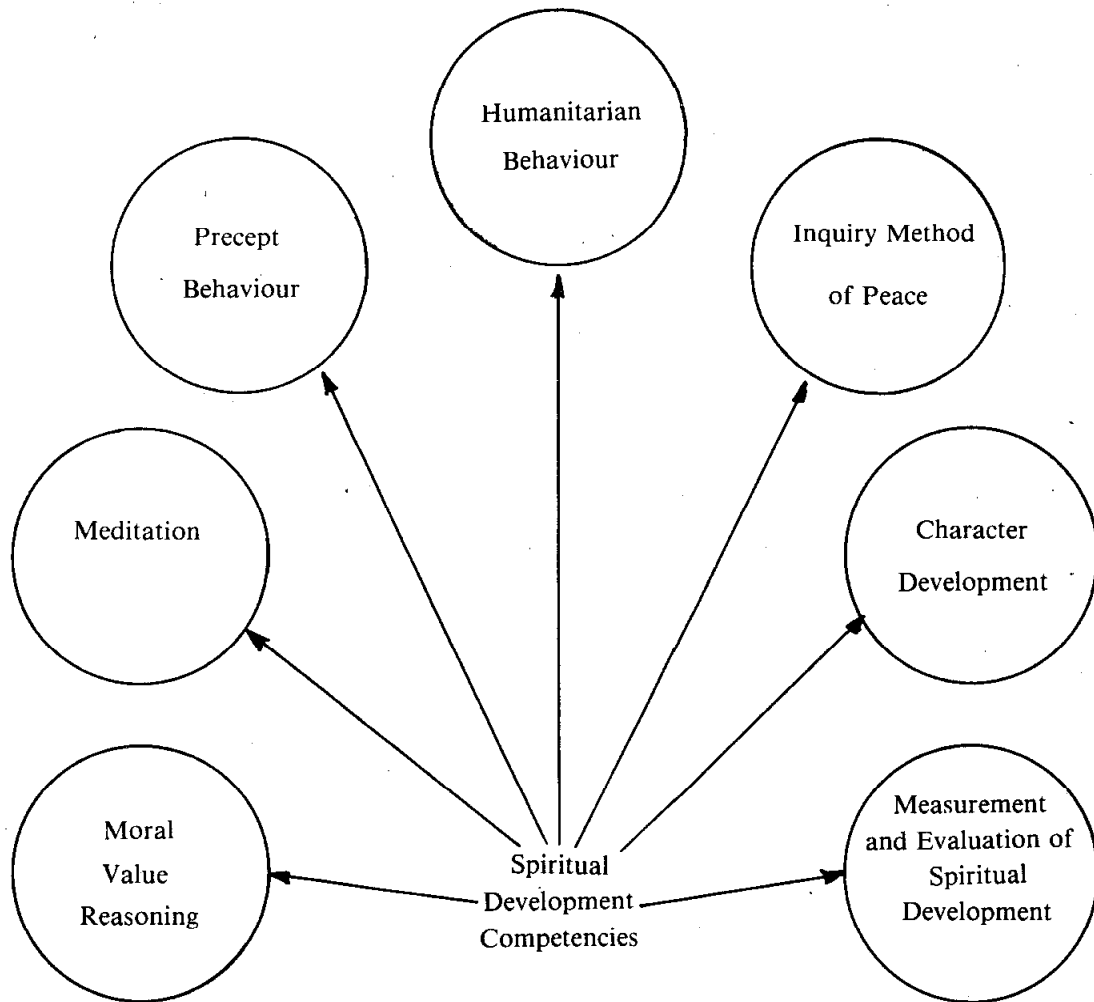
Teachers who are equipped with Spiritual Development Competencies will be able to effectively inculcate Moral Value and Peace Education.

Teachers who are trained in Social Development Competencies will be able to effectively teach Basic Tool Education and Social Cultural Education

Teachers who are trained in Material Development Competencies will be able to effectively deliver Basic Health Education, Scientific Education and Economic-Technical Environmental Education.

The Spiritual Development Competencies are partly composed of the following knowledge of, attitude to, and skills in:

- (1) moral value reasoning;
- (2) meditation;
- (3) precept behaviour;
- (4) humanitarian behaviour;
- (5) the inquiry method of peace (An-O-E-P-C Inquiry);
- (6) Character development;
- (7) measurement and evaluation of spiritual development.



**-Figure 6:** Seven Components of Spiritual Development Competencies.

The Spiritual Development Competencies will serve as pacifying factors for the humanization of Material and Social Education, rendering peaceful attitudes toward life, society, and the world community. The consequent civilization will be balanced between mind and matter.

The Social Development Competencies are partly composed of the following knowledge of, attitude to, and skills in:

- (1) role plays,
- (2) democratic leadership;
- (3) classroom management;
- (4) group dynamics;
- (5) communication, and questioning,
- (6) teaching of social studies,
- (7) measurement and evaluation of social development.

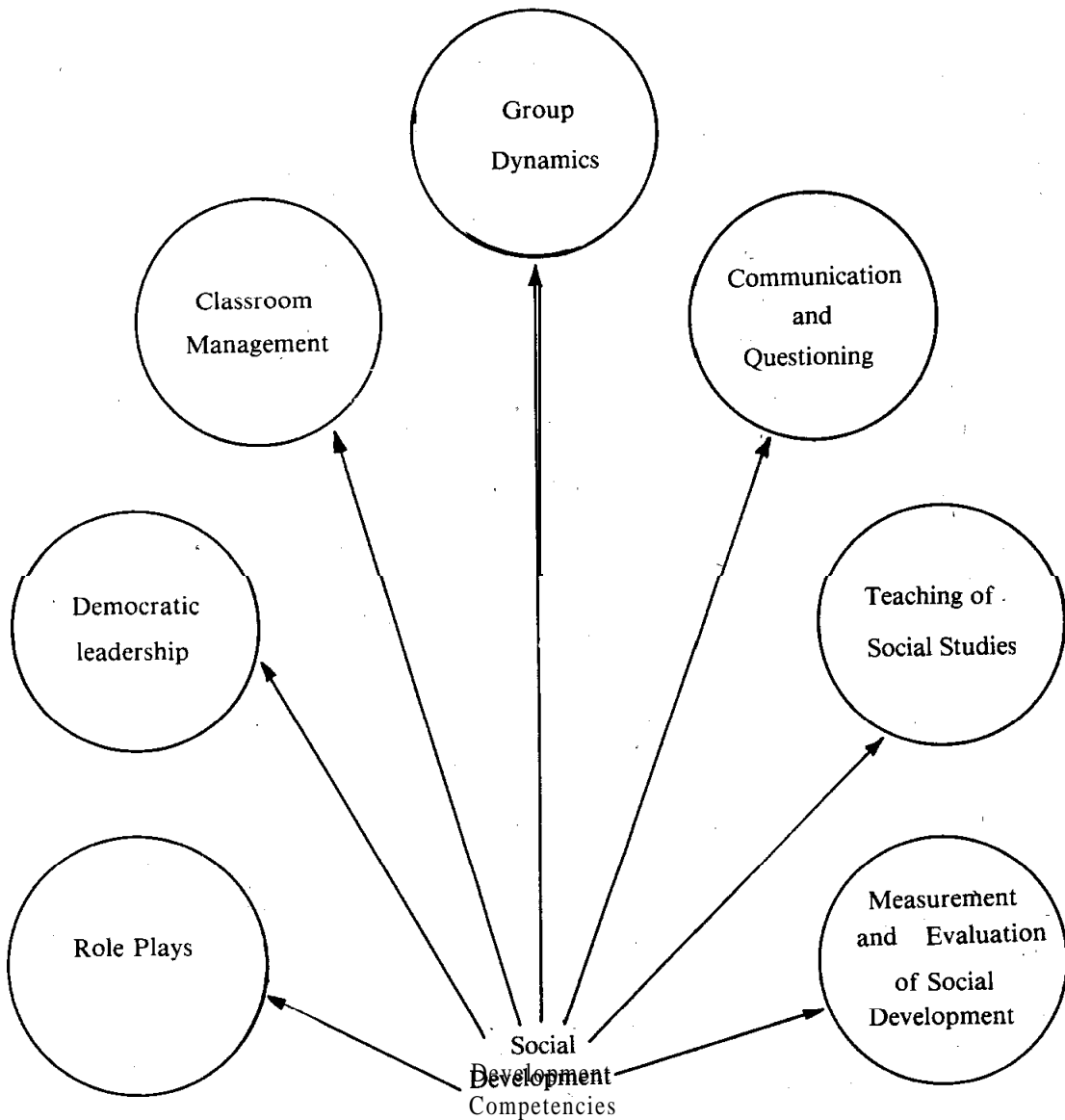
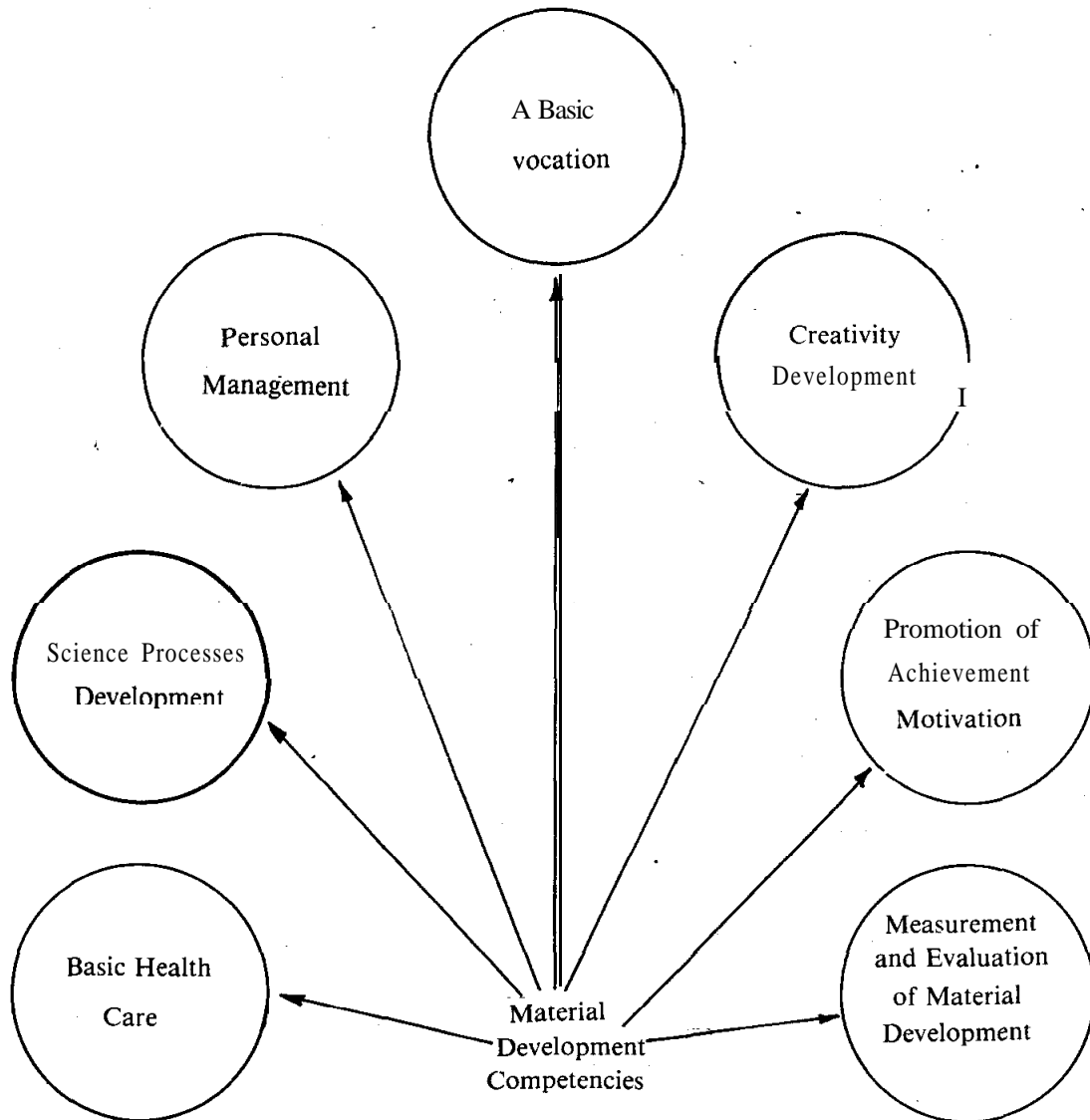


Figure 7: Seven Components of Social Development Competencies.

The Material Development Competencies are partly composed of the following knowledge of, attitude to, and skills in:-

- (1) basic health care;
- (2) science processes development;
- (3) personal management;
- (4) a basic vocation;
- (5) creativity development;
- (6) promotion of achievement motivation;
- (7) measurement and evaluation of Material Development.



**Figure 8:** Seven Components of Material Development Competencies.

### 8.3 The Curriculum Components of Peaceful Teacher Education.

To be congruent with the philosophy and to achieve the goals of peaceful education, the curriculum of peaceful teacher education should have the following components.

- (1) General Education based on the wisdom of Religious Principles (such as Buddhism).
- (2) Professional Education.
- (3) Moral Value and Peace Education.
- (4) Basic Tool Education.
- (5) Basic Health Education.
- (6) Scientific Education.
- (7) Social-Cultural Education.
- (8) Economic-Technical-Environmental Education.

#### 8.4 General Education based on the Wisdom of Religious Principles.

The basic aim of general education is to promote a multidisciplinary foundation for students to acquire the knowledge and understanding of, and a positive attitude toward life, society and the world as well as the ability to solve problems with a multidisciplinary approach.

The **general education** usually consists of the following, areas:

- (1) Social sciences;
- (2) Humanities;
- (3) Natural Sciences and Mathematics;
- (4) Languages.

Why does **general education** have to be based on the wisdom of religious principles in order to serve as a peaceful foundation?

The rationale behind the requirement is that secular education in general does not pay sufficient attention to the study and development of mind, even though it is the most important component of life, society and the universe. Since religions promote spiritual development, the religious principles are appropriate for serving as guidelines for peaceful general education.

#### 8.5 Professional Education.

Professional education deals with courses which aim to develop the professional competencies of teachers. If teachers are designated to play important roles in rendering peaceful education, the traditional professional competencies for teachers will have requirements of peaceful education in the following manners.

- (1) The courses on philosophy of education will have to be modified in accordance with the philosophy of peaceful education;
- (2) The courses on curriculum development will have to be congruent with the philosophy of peaceful education;
- (3) The courses on educational psychology and methods of teaching will have to emphasize mastering of Spiritual, Social **will** have to emphasize mastering of **Spiritual**, Social and Material Development Competencies;
- (4) The courses on educational measurement and evaluation will have to be geared to various aspects of **peaceful** education;
- (5) Professional ethics and moral value for teacher will have to be strongly emphasized.

#### 8.6 The Curriculum Structure of Peaceful Teacher Education.

The Curriculum Structure consists of the following requirements

(1) General Education . . . . .	30 credits
(2) Professional Education . . . . .	40 credits
<b>(3)</b> Major Area . . . . .	50 credits
(4) Supportive Area . . . . .	20 credits
(5) Free Electives. . . . .	10 credits
<b>Total</b>	<b>150 credits</b>

#### 8.7 Exemplary Programs of Study

##### 8.7.1 Major Area I: Early childhood Education

(1) General Education . . . . .	30 credits
(2) Professional Education . . . . .	40 credits
(3) Major Subjects . . . . .	50 credits

- Basic Tool Education
- Basic Health Education
- Moral Value and Peace Education
- Scientific Education
- Social-Cultural Education
- (4) Supportive Subjects..... 20 credits
  - Economic-Technical-Environmental Education
  - Art and Music Education
  - Child Psychology
- (5) Free Electives..... 10 credits

8.7.2 Major Area II: Elementary Education.

- (1) General Education..... 30 credits
- (2) Professional Education..... 40 credits
- (3) Major Subjects..... 50 credits
  - Basic Tool Education
  - Basic Health Education
  - Moral Value and Peace Education
  - Scientific Education
  - Social-Cultural Education
  - Economic-Technical-Environmental Education
- (4) Supportive Subjects..... 20 credits
  - Psychology
  - Sociology
- (5) Free Electives..... 10 credits

8.7.3 Major Area III : Secondary Education

- (1) General Education..... 30 credits
- (2) Professional Education..... 40 credits
- (3) Major Subjects..... 50 credits
  - Moral Value and Peace Education  
and
  - Scientific Education  
or
  - Social-Cultural Education  
or
  - Economic-Technical-Environmental Education  
or
  - Basic Tool Education  
or
  - Basic Health Education
- (4) Supportive Subjects related to Major Subjects..... 20 credits
- (5) Free Electives..... 10 credits



**Conclusions**

Education and development go hand in hand. Development programs cannot be effectively implemented without involving in the educational processes. Educational programs, on the other hand, cannot be truly accomplished without involving in the development of human and community resources. This interdependent nature of education and development makes it mandatory for education to be systematically linked with urban and rural development.

In the developing countries, rural development needs to be urgently promoted to counter-balance the rapid pace of urban development. But development should not be at the expense of peace usually prevailing in rural communities. In order to maintain peace and to promote development at the same time, a peaceful approach to lifelong education for development is proposed.

A peaceful approach to education for development is based on the philosophy of balanced development between mind and matter.

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