Peace, Sacred and Heritage
Peace

- Is investigated in different disciplines:
  - Peace as a spiritual/theological idea
  - Peace as a political process
  - Peace as a literary exploration
  - Peace as a psychological problem

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Peace: The psycho-spiritual Route

Reasons:

- Filipino concepts are naturally affiliated with religious meanings
- These involve the micro and macro spheres of human relations
- Peace relate to value-specific notions
Children’s notion of Peace

- **Drawings**
  - ORDER at home, environment and public life
  - Nationalism & patriotism
  - Unity
  - Faith

- **Essays**
  - Harmony and absence of conflict
  - Restoration of Nature and the world
  - Justice and vision
  - National issue
  - Cooperation & unity
  - Sharing
  - Religious proposition
  - Satisfaction of human needs

Peace: towards a Filipino Framework

Initial views

- Peace concepts
  - Katahimikan (Quite/ tranquility)
  - Pagkakaisa (Unity/ harmony)
  - Kalayaan (Freedom)

Peace: towards a Filipino Framework

Initial views

- Peace indicators
  - Loving one another and country
  - Helping for the growth of the nation
  - Orderly government
  - Clean conscience, etc

Peace: towards a Filipino Framework

Initial views

Sources

- Begins with the self
- Comes from Jesus
- Rooted in love

Peace: towards a Filipino Framework

Initial views

- Significance
  - Needed for the self, others and God
  - Nation would be disordered without it

Spheres of Peace Attainment

- **Egocentric peace**: satisfaction of personal needs
- **Acquiescent peace**: ability to conform to standards set by others/institutions

Spheres of Peace attainment

- **Liberating peace**: attainment of a sense of autonomy and self-direction

- **Responsive Peace**: achieved through helpful and authentic relationships. Persons possess a high sense of responsibility in this sphere

Skills to enhance Peace

- **Instrumental**: for performance of tasks and survival

- **Interpersonal**: proper self regard and regard for others

Hall, B. et al., Readings in value Devt. 1982.
Skills to enhance Peace

- **Imaginal**: creation of new methods, alternatives, modification of habits

- **System**: ability to understand & cooperate with other ‘systems’

Hall, B. et al., Readings in value devt. 1982.
Tasks/ Possible Interventions

- **Instrumental**
  - Behavior modification
  - Gestalt awareness: existential reflection of the ‘present’ moment; mindfulness

- **Interpersonal**
  - Values clarification
  - Transactional analysis

Tasks/ Possible Interventions

- Imaginal
  - Meditation
  - Art, music and drama

- System
  - Rational emotive therapy
  - Logotherapy

Sacred

College students: a concept with personal and religious underpinnings:

Personal
- Ethical
- Valued

Religious
- Religious
- Communal

The concept is a reflection of the diffused engagement between institutional and personal life.

Underscores the dynamics between the self and one’s immediate world

The personal dimension of the “sacred”

Students relate to it as something that ‘affects’ them in terms of:

- What they deem **right**
- What they **value/honor**

The Communal dimension

- Religious propositions still play a significant role in the youth’s life
  - The God factor
  - Ritual and institutional

Heritage

• An ongoing life project. It is passed on from generation to generation.
• It is experienced: environment (natural & created), artifacts
Heritage

- It is valued: Cared
- It is a reflection of the past and the present.
Heritage

- Through the past and the present, it contributes to a “vision”
  - What sort of experiences in the past have formed us as a people?
  - What has the present suggested about our future communities?
Conclusion

- Peace building/ making has elemental ingredients that must be attended to.

- These “ingredients” are not indifferent from everyday experiences. Peace building directly relates to concrete experiences.

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Conclusion

- To build on peace in education/instruction is to invest in skills that enhance peace building/making.

- Youth notions of the sacred- demonstrate engagements between the personal and communal dimensions of life (which is about peace-making!).
Conclusion

- Youth appreciations of sacred is interspersed with appreciations of heritage.
Questions to think about

- What did we see?
- What connects between peace making, sacred and heritage preservation?
- On what basis can we integrate these in education?