

Jeju 4.3 Peace Education for Korea¹

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Abstract

Plans are moving forward for the implementation of a series of international fora based on the ideas of peace education developed at the University of Jeju over the past decade, including a series of 6+1 peace exercises in the South Korea, United States, France, Taiwan, Russia, and possibly North Korea, bringing together peace activists for dialogue and sharing of knowledge with the aim of building lasting peace in the Korean peninsula.

Key words :

Peacekeeping, peacemaking, peacebuilding, peace education, six-party talks, 6+1 peace culture

1) presented at the 6+1 U Penn Culture Forum as World Peace Island Forum April 28-29, 2019.

Since December 1, 2018, a series of international peacebuilding exercises, collectively known as "6+1" forums, have been organized by Professor Ko Chang Hoon of Jeju National University along with a veritable fellowship of peace activist professors, including myself, in order to advance the peace process in East Asia, especially the Korean conflict.

Professor Ko's "6+1" idea is an innovative approach to incorporating elements of the emerging Jeju Peace Island peacebuilding initiative to the larger and heretofore state-centered "six-party talks" between North Korea, South Korea, China, Japan, Russia and the United States. It is based on principals drawn from the peace island initiatives like "people-to-people democracy" and "city-to-city diplomacy" building on the everyday life situations of ordinary people at the local level. The larger goal is to promote peace building and post-conflict healing in Korea.

This forum at the University of Pennsylvania therefore should be understood as one in a series of fora which include, among others:

(1) Six-Party Talks Plus Taipei Culture (6+1) Forum during the 19th World Peace Island Spring Forum, organized by Professor Cheng Chen Cheng of the National Central Taiwan University on the Republic of China (Taiwan) in February 2019, with support from World Environment and Island Institute WEII of Jeju National University.

(2) Six-Party Talks Plus Paris Culture (6+1) Forum to be held in July 2019 ; under the title of <Legislating Democracy in East Asia: The 1947 Taiwan and 1947 Korea Jeju Uprising>, organized by Professor Douglas Yates at the American Graduate School in Paris, with support from the UNESCO NGO Committee, and World Association for Island Studies.

(3) World Peace Island Forum, a summer workshop at Jeju World Peace Academy Summer School in August 2019 taking place at the same time as the 10th Global Peace Bulteok Assembly GPBA for both teachers and university students

(4) Six-Party Talks Plus Vladivostok Culture (6 + 1) Forum, organized by Professor Anton Koslov, to be held at Far Eastern Federal University in Vladovostok, Russia in August 2021

Peace education is a marvelous new development

in the field of conflict resolution. Developed in the discipline of peace studies out of the work of the Norwegian peace activist Johan Galtung (b. 1930) who first conceptualized peacebuilding by calling for systems that would create sustainable peace, peace education is one of the peacebuilding structures needed to address the structural 'root' causes of conflict and support local capacity for conflict resolution. Galtung also popularized the concept that peace may be more than just the absence of overt violent conflict (which he called "negative peace"). It includes a range of relationships where groups in conflict offer one another collaborative support (which he called "positive peace").²

Galtung created a triangular heuristic device to show how conflict can be understood as behavioral violence, cultural violence, and structural violence.² Behavior violence means such things as violent hostilities and war. Cultural violence means attitudes in which disputes are thought of in terms of using violence. Structural violence is defined as the systematic way in which a regime prevents individuals from achieving their full potential. When you mediate conflict, you change your own attitude, and that of people around you, which results in non-violent action and eliminates the conditions necessary for conflict.

This conceptualization of peace and conflict allows us to imagine different kinds of work, different kinds of peace (positive), and different kinds of conflict resolution (reconciliation). In order to change violence into peace one needs to act on behavior, and that is done through "peacekeeping" (for example, UN peace operations enforcing a ceasefire agreement between two belligerent parties). In order to change thinking of dispute in terms of violence one needs to act on attitudes, and this done through "peacemaking" (for example, finding a political settlement between the belligerent parties, one that both kinds can agree upon). In order to change the structural context of conflict, one needs to do "peacebuilding" (for example, implementing policies for poverty alleviation, or providing justice to victims of the conflict).⁴

2) Johan Galtung, *Peace by Peaceful Means: Peace and Conflict, Development and Civilization* (London: Sage, 1996)

3) Johan Galtung, "Violence, Peace, and Peace Research" *Journal of Peace Research*, vol. 6, no. 3 (1969), pp. 167-191

4) Johan Galtung, "Three Approaches to Peace: Peacekeeping, Peacemaking and Peacebuilding," *Impact of Science on Society*, Oslo, vol. 1, no. 2 (1976)