

## COMMENT

# Education equation in world peace

## A GLOBAL LEGACY:

Scholarly pursuit of ideals help nurture a world that sifts out those bent on evil from the noble

**W**HILE mankind seems to make progress, contemporary events testify that within mankind's seeming advancement, in more societies, developing and more advanced, evil exists in many forms.

The existence of evil creates destructions, disasters, sufferings for thousands and millions throughout the world. The consequences of designs of evil people always lead to a chain of sufferings.

Drafting for war, guerilla warfare and other conflicts which are the consequences of the first instance ideologies, make families the first to experience sufferings: parents, children, sons and daughters, other family members are lost or killed, and families are decimated because of the death-life consequences of particular ideologies or

defence against such ideologies.

World wars, civil wars, the Cold War, ethnic cleansing, religious wars, ideological clashes, incitement to riots, mass murders, are examples of what men did, are willing to do, or plan to do for the sake of power and supremacy.

While the majority of evil leaders seem to be men, from military, politics, race or religion, there are also women who incite or support these men in many different ways.

Analysts found the following characteristics of those who bring destruction:

**THEY** deliver messages of hate;

**THEY** may hate themselves and mankind, especially those not like themselves;

**THEY** had difficult developmental experiences and difficulties with parents and relatives;

**THEY** have arrested cognitive development — with the incapacity to grasp the big picture;

**THEY** build an exaggerated view of their place in the universe;

**THEY** lack comprehensive understanding of world history;

**THEY** may or may not develop close relationships with family or

friends;

**THEY** tend to be authoritarians; **THEY** have amicable and persuasive behaviours when they lead organisations;

**THEY** create circles of people who think like them, with or without written code or oaths to go all the way to achieve their goals in secret or transparently;

**THEY** create fear in others especially with the threat of what they would do to others who oppose them;

**THEY** construct megalomaniac visions of overextended powers, influence and authority over time and space;

**IN** their thoughts, they rationalise and justify their right to exert force and control others;

**THEY** find clever ways and means to legitimise the righteousness of their mission to impose their will upon others; and,

**THEY** refer to ideas and powers beyond themselves to justify their intentions, and actions.

On cognitive dissonance and values contradictions, the following patterns of faulty thinking can be detected in those who seek power to impose their will on society:

Bad intention and motives, ig-

norance, wrong facts, partially correct assumptions, assigning wrong conclusions to historical or immediate events, proxy parroting, seasonal or perennial bandwagoning, overgeneralisation, contradictions, inconsistency in thinking and arguments, supremacist ideas which cannot hold, lack of continuity or coherence in principles, oversimplification and minimalist thinking, and convoluted conspiracy.

War crimes, genocides and religious inquisitions like the Spanish Inquisition (1478-1834), were committed by haters of those not like them, from all nationalities, including in Bosnia-Herzegovina, Cambodia, Chile, Argentina and by French, English and German.

There are kidnappings, bombings, abuses, including verbal abuse, oppression, hate, human trade, human organ trades, and modern day slavery. All these are not just events elsewhere but are within our borders or in lands and seas nearby. There must be consciousness of the dangers that lurk around and the profiles of those potential perpetrators.

Society does not have to be paranoid about the potential invaders of the body, mind and soul but must be cognisant, alert and mindful in ensuring that the younger generation are not entrapped in

destructive ideologies.

Learning lessons regarding mankind, from history, sociology, psychology, and the universal teachings of religion, there is an urgent need for societies to check the progression of the expansion of collectivities who design to impose their ways of life by force on others.

A lackadaisical attitude or paralysing fear as society observe the emergence and power grabbing by such people will lead to the destruction of the social tapestry in the now.

In the long term, the future generations will be suppressed and will have to deal in disadvantaged ways against the new structures of oppressive powers.

The thinking skills curriculum in educational institutions must not just be about thinking processes but must have contents such as regarding those who commit crimes against humanity. Those who want to rule must be the exemplars of mankind, not oppressors.

Relevant education is not just about ideals or practical competencies for employment. Relevant education is about ensuring peace and order in society, fostering discerning minds, good thinking, straight thinking, right values, and mindfulness of learners.



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