

Research Paper

Promoting Peace through Education: Comparative Insights from Finland and India

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ABSTRACT

With an emphasis on peace education, this paper examines the differences between the educational systems of Finland and India. "Peace education" aids students in acquiring the attitudes, values, abilities, and information necessary to coexist peacefully with others and themselves. People become more self-aware and empathetic through peace education, which aids in conflict resolution through cooperation, harmony, and understanding. There are numerous ways to teach it, including activity-based learning, cooperative learning, sports, games, storytelling, think-pair-share, and more. Unfortunately, there is little evidence of peace education in India's educational system at the school or higher levels. It can be incorporated into a number of already existing disciplines. Finland, on the other hand, subtly integrates the concepts of peace education by emphasising human rights, equity, and social-emotional development. However, there are a number of issues that India faces, such as sociopolitical tension, inadequate infrastructure and resources, large class sizes, unequal student-teacher ratios, and a lack of teacher training in this specific field. While NEP 2020 and NCF 2023 discuss this aspect, peace education is evidently absent. In order to improve and become a symbol of peace, we can either adopt Finland's method of teaching.

Keywords: *Peace Education, Teaching learning strategies, Curricular Practices and Finland's Education system*

Although India has contributed enormously to world peace through the adoption of the policy of Panchsheel and 'non-alignment, and the great non-violent movement led by Mahatma Gandhi, there is almost no trace of peace education either in the form of discipline or in the form of educational institutions in India. Indeed, Gandhi ji did not write specifically on peace education. Still, his entire philosophy and life have been, of course, important to peace studies and peace education, not only in India but also worldwide (Prasad, 1998).

Learning how to earn a livelihood is not the only goal of education; learning how to create a life that is productive, useful, and peaceful is another important outcome. And students' age is a crucially important period that enriches one's personal life, nurtures social adjustments, fosters friendship, and understanding (Udayakumar, 2009). Across the world, including

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Finland, emphasis is currently being placed on peace education, as the quest for peace necessitates extensive knowledge and unfailing diligence (Udayakumar, 2009).

The education system in our culturally varied society should prioritise universal ideas to promote unity and integration among our community as a whole (Wright, 2022). And Peace Education is a participatory, holistic process that includes teaching for and about democracy and human rights, non-violence, socio-economic justice, gender equality, environment, sustainability, disarmament, traditional peace practices, international laws, and human security (Ameta & Ameta, 2018). Though we do not need to consider it as a separate subject in the curriculum or as an independent initiative from basic education (Bashir et al., 2021).

According to Tiwari (2024), the **objectives of Peace Education** are as follows:

- The primary objective of peace education is to construct and promote peace. It makes people self-reliant to live a prosperous and secure life.
- Peace education helps in building a suitable, harmonious society where all people get equal rights, dignity, and opportunities.
- Peace education explains the significance of diversity and encourages coordination and compromise to counter prejudice, argumentation, and war.
- Peace education promotes social and ethical justice, leading to development and progress in society.
- Peace education enhances sensitivity and understanding in society, enabling people to comprehend their problems and cooperate for solutions.
- Peace education fosters international cooperation, which in turn helps with conflicts and promotes wide-scale harmony.
- Conflict resolution: It is a way out for compromise and mutual understanding between diverse ideas and traditions.
- Through peace education, people grow self-awareness and empathy, which in turn helps in the resolution of problems through agreement, harmony and cooperation
- Emotional Intelligence: This covers recognising, understanding, and managing emotions, which are fundamental for keeping peace in personal relationships and interpersonal matters.

These objectives help students comprehend the significance and meaning of peace, resolution, and consensus-building as well as social cooperation by cultivating affectionate attentiveness in society.

Nature of Peace Education in Primary Schools: The nature of peace education in primary schools should be simple, engaging, and captivating while keeping in mind the developmental levels of young children. Here are some important initiatives that can make peace education effective in primary education (Tiwari, 2024):

1. Use of Stories and Moral Tales: Peace, tolerance, compassion, and non-violence can be taught through stories and moral tales. For example, stories of Mahatma Gandhi, Nelson Mandela, and Mother Teresa can be narrated.
2. Games and Cooperative Activities: Games and cooperative activities can teach children to work together and resolve conflicts peacefully. Activities like team sports, cooperation, and mutual respect can be foundational.
3. Arts and Creativity: The importance of peace and harmony can be taught through arts and crafts.
4. Positive Behaviour: Provide encouragement and praise for positive behaviours, like being resilient, helping others, or resolving conflicts calmly.

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5. Values Lessons: Simple lessons or activities in values education can show children respect, tolerance, compassion, and cooperation. Integrating these beliefs and practising inside the classroom.
6. Community Service & The Environment: Educating children about community service, its importance, and environmental conservation. Such activities can include planting trees, managing waste, and securing water supplies.
7. Dialogue and Listening: Teaching children how to be good listeners. “Circle time” gatherings in which children can share their emotions and listen to others’ thoughts. In all these ways, peace education can contribute so much and be implemented in primary schools, where children can internalise the value of peace and harmony in their lives.

At the secondary level aim should be to enhance students' cognitive, as well as emotional and social development. At this stage, focus should be given on moral values, problem-solving skills, interpersonal skills, along nurturing social obligations. The following are some major steps that could make peace education possible at this level of education.

1. Social and Moral Studies: Integrate social and moral courses in the school curriculum with an emphasis on the importance of peace, justice, patience, and other social values. Demonstrate to learners the contributions of peace and non-violence to the advancement of a society through both past and present events.
2. Conflict Resolution and Mediation: Teaching students negotiation techniques, skills so that they can resolve their disputes peacefully. A “peace club” or “mediation circles” can be formed for practice.
3. Analytical and Creative Problem Solving: Students should be able to demonstrate their critical and analytical thinking skills and devise solutions to problems or make decisions during group assignments.
4. Community Service and Service Learning: A sense of social responsibility and empathy in students can be instilled by engaging them in community projects such as volunteering for old age homes, orphanages, or environmental campaigns.
5. Cultural Diversity and Global Understanding: Help students see the value of cultural diversity and global citizenship. Talk about cultural exchange programs and international initiatives.
6. Active Citizenship and Leadership Skills: Tell them about what young people can do to make the world better and how to be a leader. Encourage them to get involved in student governments, debate teams, and social action projects
7. Digital Peace Education: Integrate digital peace education into the curriculum to promote peace and tolerance in the age of digital and social media. Raise awareness among students about cyberbullying, online hate, and digital literacy.
8. Various Teaching Methods: Peace education can be taught through various teaching methods such as role-playing, discussions, group activities, Think-Pair-Share, and using AR or VR. These initiatives can help students become informed, empathetic, and responsible citizens, dedicated to promoting peace and harmony in society.

Importance of Peace Education according to Tiwari (2024):

Peace denotes the absence of violence, the presence of co-existence, having compassion, empathy, fairness, justice, respect, and tolerance, and the practical, attitudinal, and behavioural foundations of peaceful co-existence. It fosters individual, communal, national, and global harmony. It embraces understanding and respecting differences and mediation methods to reach a constructive solution to the conflicts. It addresses the role of social

justice and other fundamental human rights equally important in a peaceful society. Through it, we can encourage inclusion, which is essential to reducing prejudice and discrimination and cultivating respect for gender, cultural, and religious differences. Equal emphasis is also placed on mental health and well-being, with stress-reduction strategies, self-care, and yoga and meditation practices for promoting personal tranquillity. Lastly, by teaching the values of responsible citizenship, the importance of social service, and volunteer opportunities, peace education fosters the development of social harmony and a sense of collective responsibility (Tiwari, 2024).

Curriculum Design

As suggested by Tiwari (2024), A well-designed curriculum for Peace Education should involve all stakeholders, like teachers, students, and community members, in its development to make it more impactful and relevant. It should incorporate accurate real-life scenarios, examples to make learning more realistic and connected to day-to-day experiences. Students should engage with community members from diverse cultural and social backgrounds, which can promote empathy and awareness through a field visit. The curriculum of peace education must nurture humanity, compassion, and a sense of social responsibility among students. Great leaders like Mahatma Gandhi's principle of non-violence (Ahimsa), the teachings of Buddha, and the Jain principles of peace and non-violence should also be taught even at the school level. Furthermore, Teaching techniques like storytelling can be used to promote active listening, discussion to promote effective dialogue. Topics in history, like the significance of human rights, should be covered, and the protection of tribal rights, justice, and other marginalised communities in the Indian context. And to assess this, various methods can be used, such as projects and group activities, to evaluate students' understanding and application of peace education. So implementing all these approaches makes peace education not merely a theoretical but also a practical and transformative process that helps students to contribute positively to society.

Integration in Subject

It's crucial to keep in mind that adding peace education to the current curriculum doesn't always mean adding another subject. Rather, we incorporate a generic direction into the current subjects, textbooks, and teacher discourses. For example, the objective: the need for harmonious living for peaceful development and vice versa, might be emphasised in sociology textbooks. A focus on the necessity of fighting for international agreements and a prohibition on nuclear weapons and other weapons of mass destruction (WMD) might be seen in Physics textbooks. Books on biology might explain the tragic effects of radiation for humans, among other things (Udayakumar, 2009). And it can also be integrated into various social science subjects like History and Political Science.

Rationale

The goal of education in India and other areas of the globe today should be to lead and develop people with strong moral values so they may help in creating a peaceful global community. In India, where a variety of societal problems are prevalent, including peace education in the curriculum, it becomes an essential strategy (Ali and Shahsia, 2023). By incorporating it into educational frameworks, India could produce students who are not only academically knowledgeable but also exhibit essential characteristics like empathy, tolerance, and conflict resolution skills (Ali & Shahsia, 2023). In addition to encouraging people's holistic development, this strategy has the potential to foster a more inclusive and peaceful society, which is crucial for India's ongoing growth and prosperity. Thus, through this paper, the researcher analyses peace education policy, methods in the educational

system of Finland that incorporate peace education and transversal skills into its curriculum, which is also important for imagining a more just and peaceful future for India and beyond. And as in Finland, which we may adapt for India.

As stated in the above text, there are several main justifications for comparing the educational systems of Finland and India, especially when viewed through the lens of peace education

1. Compared to an effective model, Finland's education system is regarded as one of the best in the world and is praised for its emphasis on equity, holistic development, and student well-being. By contrasting India's system with Finland's, the best practices and possible areas for improvement in India can be found.
2. Examining the Integration of Peace Education: The main goal is to look at how both nations' curricula incorporate or do not incorporate peace education. According to the study, India has "almost no trace of peace education" as a formal discipline, despite its historical contributions to world peace (such as Gandhi's philosophy), while Finland implicitly incorporates peace education principles through its focus on social-emotional learning, equity, and human rights.
3. Assessing India's Reforms (NEP 2020 and NCF 2023): By encouraging holistic learning and incorporating aspects of peace education, India's most recent National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023 aim to overcome these shortcomings.
4. Offering Suggestions for India's Development: The study aims to identify obstacles and opportunities for integrating peace education in India by contrasting classroom practices (e.g., Finland's student-centred approach vs. India's content-driven system). In the end, recommendations for India to embrace a more contemplative, collaborative, and peaceful educational culture, akin to Finland's, are informed by the comparative findings.

Peace Education in Finland

Finland is regarded as a global model for education and has one of the top, if not the best, educational systems in the world. Education in Finland is free from pre-primary to higher education (Ministry of Education and Culture, Finnish education system), and the keystone of the Finnish system is equity and equal opportunity for all. Moreover, the well-being of the pupils is addressed in the education system, and everything is done to make sure that the students are happy and healthy (Xuan Poon, 2020). All of these changes have influenced the present educational system, such that its curriculum aligns with the concept of peace education. The Finnish National Board of Education released the most recent revision of the National Curriculum, which was gradually implemented from 2014. Different values such as peace, equity, justice, environmental responsibility, and cultural diversity are at the very core of this new curriculum (Halinen, 2018).

Significant Peace Education Efforts & Approaches

A strong focus is placed on social-emotional learning, encouraging emotional awareness and overall well-being. Conflict resolution skills, particularly through anti-bullying initiatives and peer mediation, are integrated to foster peaceful interactions in schools. Additionally, education for sustainable development highlights ecological awareness and the need for sustainable lifestyles, while gender education ensures equality and inclusivity remain central to the educational experience. Peace education programs in Finland address a wide range of social and cultural issues, including racism, diversity, gender equality, bullying, citizenship, human rights, and ecological concerns. The major themes emphasised within these programs

include global and active citizenship education, anti-racist education, democracy and human rights education, as well as intercultural learning that promotes respect and understanding among diverse groups. Cross-curricular courses, including history, geography, social sciences, and economics, cover topics related to citizenship and human rights. The inclusion of human rights education in Finland's official curriculum as a component of citizenship education is another significant element of the country's peace education initiatives.

Peace Education in Finland's National Core Curriculum for primary and lower secondary (basic) education

The Finnish National Agency for Education introduced the National core curriculum for primary and lower secondary (basic) education in 2014, revised in 2021, which incorporates peace education themes implicitly through the emphasis on:

- Promotion of equality, non-discrimination, and human rights.
- Conflict resolution and dialogue skills.
- Civic and ethical education related to societal participation and sustainable development.
- Global responsibility and multicultural understanding.
- Rather than being a stand-alone course, peace education is included in ethical and civic education modules through themes that cut across all subject areas. Ethics and guidance counselling are two topics included in peace education-related basic education courses. The topics' goals and content have been revised to take into account both the knowledge and skills required in the future as well as the society of today. Additionally, the core curriculum places a strong emphasis on teaching transversal competencies. The need for transversal skills and competencies is growing in a changing world. Every topic, including cultural competency, interpersonal communication and self-expression, self-care and day-to-day living, participation, and involvement, involves transversal competency. Critical thinking, empathy, collaboration, and positive conflict resolution techniques are among the skills that are taught.
- Finnish curricula also emphasise “Phenomenon-based learning,” encouraging interdisciplinary approaches where peace-related issues, including conflict, human rights, and social justice, can be addressed.

International organisations are also involved in Peace Education efforts in Finland, such as UNICEF's global citizenship education program in Finland, linked to the SDGs, focusing on various issues, including violent extremism and education about the Holocaust (European Commission, 2017).

Ahtisaari Day: Ahtisaari Day, named after Finnish Nobel Peace Prize laureate Martti Ahtisaari (1937–2023), is held in Finland every year on or near November 10 (Poussa, 2023). Finland's Nobel Peace Prize winner inspires children who are learning how to mediate disputes at school. Pupils have to complete the peer mediation training work in pairs to solve conflicts between their schoolmates. Once a consensus has been reached, the parties sign a pledge that the conflict will not be repeated (Poussa, 2023). While Ahtisaari Days provides tools, training, and teaching material for teachers, the project also focuses strongly on youth by conducting school collaborations at middle schools (junior high) and upper secondary schools with workshops, lectures, and conflict resolution simulations (Crisis Management Initiative, n.d.).

In school

In Finland, formal education, teacher training, educational and pedagogical resources, and direct classroom intervention are the main focuses of Peace Education initiatives. Finland's schools appear to be quite receptive to these outside initiatives. For example, several organisations are collaborating with educational institutions on anti-racism and anti-discrimination problems. For example, the Peace Union of Finland's Peace School curriculum, which promotes human rights and respect for human dignity, includes anti-racist lectures. Peace education in Finland is seamlessly integrated into the holistic, student-centred curriculum, focusing on social-emotional learning (SEL), conflict resolution, equity, and respect for diversity. It nurtures empathy, inclusivity, and democratic values, preparing students to be responsible citizens in a peaceful society.

Curricular Practices:

- Play-based and collaborative learning that enhances social skills and empathy.
- Topics such as human rights, environmental stewardship, and global citizenship are embedded.
- Teachers receive training to facilitate peaceful classroom climates and multicultural understanding.
- Finland's national curriculum supports transversal competencies that underlie peace education: critical thinking, communication, cultural awareness, and self-mastery.
- Policy Frameworks: Education policies emphasise well-being and social cohesion, with peace education implied within broader objectives rather than stand-alone courses.

Peace Education in India

So far, there has been no official policy or directive to integrate peace education explicitly into the curriculum in India. However, dimensions of peace education such as equality, respecting cultural diversity, inclusivity, and promoting interpersonal skills are mentioned in the NEP 2020 and NCF 2023. Although peace education is not directly addressed, we can still observe some positive changes, such as

NCF 2023

To promote cultural diversity, inclusiveness, teamwork, and cooperation, news outlets should highlight positive instances of national peace. It has also incorporated a strategy to assist textbook redevelopment (NCF, 2023). The NCF has made the decision to exclude references to the Gujarat riots of 2002 and other elements of the Mughal era in an effort to promote diversity and cultural tolerance.

National and International Collaborative Initiatives

- **UNODC's RiseUp4Peace Initiative:** A key contemporary project partnering with NCERT, educational institutions, and youth organisations to build educator capacities and empower students on themes of peace, inclusion, lawfulness, and resilience. Engages over 30,000 stakeholders through arts, technology, sports, and student-led advocacy campaigns across multiple states.
- **Support from UNICEF and UNESCO:** These agencies have historically influenced peace education frameworks, emphasising a culture of peace grounded in universal values like justice, tolerance, human rights, and global citizenship, which India has adapted in its educational policies.

A critical, evidence-based examination of peace education practices implemented in Finland but absent in the Indian context:

- Finland is historically strong regarding Peace Education, since the Peace Education Institute, a central organisation in this field, was created in the early 1980s (Buchet-Couzy, Gellin, & Marjamäki, 2021).
- The funding for Peace Education comes from different stakeholders at different levels. Different entities are funding Global Citizenship Education activities in Finland, including the Ministry for Foreign Affairs, the Ministry for Education and Culture and also the European Commission (Concord Europe, 2018).
- Many organisations are for instance working with schools on anti-racism and discrimination issues, such as the Peace Union of Finland with the Peace School programme promoting human rights and respect for human dignity, particularly with anti-racist lectures (Buchet-Couzy, Gellin, & Marjamäki, 2021).
- There is also the work done by the Finnish Forum for Mediation (FFM) on peer mediation in schools, which offers training and interventions in schools to teach students how to be a peer mediator and adults how to mentor them in schools (Gellin, 2018).
- The quality of public education is mainly due to the welfare State and the high taxes. Because of that, almost all the children go to public schools and interact with others who are the same age, which allows for fewer class divisions. A family's background was made less significant because everyone had similar access to education (Buchet-Couzy, Gellin, & Marjamäki, 2021).
- In Finland, the official curriculum involves the teaching of religious education, which can contribute to Peace Education. Religious education in the country is about "knowing about or respecting religions" (European Commission, 2017) and involves, therefore, a notion of respect and tolerance crucial for Peace Education. Religious education provides an opportunity for Finnish students to learn about other cultures and religions from across the world (Buchet-Couzy, Gellin, & Marjamäki, 2021).

Online activity done for peace education:

- A specific course on peace education, taught online in three Finnish universities (Tampere, Jyväskylä and Helsinki) at the height of the pandemic between 2020–2021. The course was previously taught in person in spring 2020 at Tampere University. Students were engaged in short lectures and activities, such as cooperative games and simulations. Artistic exercises were used to get to know each other and learn about communication, while videos about different theatre projects from various fields of social transformation were discussed collectively. During the course, two individual assignments in the form of reflective essays (and for Helsinki and Tampere also artistic writing, such as poems, monologues and songs) were required. Finally, students played the roles of characters and mediators that they had created, in the mediation setting they prepared, with the activities that facilitated the final mediation simulations (Lahti, 2025).

Present Curriculum in Finland Vs. India: Comparative Insights

A comparison of the educational systems in Finland and India demonstrates significant differences, explaining Finland's better global standing and highlighting shortcomings in India's curriculum. Finland's educational system emphasises students' overall growth, their holistic development focusing more on emotional and social well-being, and a cooperative environment that ignites their inter- and intrapersonal skills. On the other hand, India's content-focused educational system prioritises standardised testing. Even after many

policies, the ground reality shows more focus on cognitive development rather than personal development (CCE Finland, 2024).

Teachers in Finland have a thorough preparation, usually have master's degrees, and have an abundance of autonomy in the classroom. On the other hand, the level of teacher preparation varies across India, with less autonomy and preparation, particularly in rural regions.

Finland's education governance is stable and decentralised, facilitating consistent and adaptable policies, whereas India's centralised system encounters challenges in implementation (Jain, 2024).

Indian schools frequently struggle with higher student-teacher ratios and traditional lecture-based teaching, whereas Finnish classrooms enjoy the advantages of smaller class sizes and collaborative learning.

Furthermore, unlike India, where there are a lot of academic pressure and a lack of resources for mental health, Finland's well-resourced schools place a higher priority on the welfare of its students and offer extensive support services.

Finland's entrenched culture of equity and well-being naturally incorporates peace education principles in daily schooling, which does not happen in India. India has not yet started to mainstream peace education through policies, nor has it acknowledged its importance.

Other aspects that affect Education – Finland reduces socioeconomic gaps and promotes a peaceful and cohesive community by guaranteeing all students, regardless of their financial situation, fair access to high-quality education. As emphasised by peace education, this egalitarian basis not only lessens socioeconomic inequality but also fosters a broader sense of justice and inclusion. Finland's unique educational system, which emphasises play and cooperative learning in early childhood education, short school days, and little homework, is the reason for its success. These methods support the cause of peace education. Therefore, Finland's educational system plays a crucial role in fostering peace, proving that a well-designed educational framework may greatly impact and improve the well-being of society (Sharma & Sharma, 2024). While all these above-mentioned points are lacking in the Indian Education System, it also lacks "Indianness" and prioritises international trends above regional traditional values. This has caused a break with India's rich educational legacy in terms of curricula and instructional strategies. However, the National Education Policy (NEP) 2020 (Ministry of Education India, 2020) and the National Curriculum Framework (NCF) 2023 (Ministry of Education India, 2023) aim to restore Indianness in education by reintegrating India's cultural, historical, and philosophical aspects.

What challenges India might face in adapting Finland's Peace Education Model

- India may face several challenges in adopting Finland's peace education model, largely due to systemic, cultural, and infrastructural differences.
- And Regional socio-political tensions and diversity pose complex challenges to uniform peace education delivery.
- Preparing the teachers, their training. As Finnish teachers undergo rigorous training and practice, they are also deeply involved in curriculum development, but in India, many teachers lack this, especially in rural areas they also do not get continuous professional development.

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- Classroom size and infrastructure- In Finland, the size of the classroom is small, well-equipped, but in India, we have overcrowded classrooms and limited resources, which are hurdles to implementing personalised learning.
- Socioeconomic Disparities Finland's education system is built on equity and universal access. In India, disparities in access to quality education, especially in marginalised communities, could hinder the inclusive ethos of peace education.
- Resistance to curriculum reforms and inclusive pedagogy in conservative settings.
- Policy Implementation: Even though the National Education Policy 2020 supports holistic learning, actual implementation across states remains uneven. So, translating policy into practice is often slow
- Peace education has never been taught or practised as a stand-alone curriculum with specific goals and ideals, nor as an integrated subject matter. Only other academic fields, including history, cultural studies, women's studies, gender studies, political science, defence studies, and international studies, have included it (Chandran & Nagaraj, 2020). So, shortage of peace educators and limited resources is also a challenge for its implementation.
- High student-to-teacher ratio in Indian schools can hamper the conduct of a teacher-centric learning process (Nanda, 2021). The pupil-teacher ratio in some Indian states is so high (38:1 in Bihar, 41:1 in UP, and 42:1 in Jharkhand) that it hampers effective delivery of sessions by teachers (ASER, 2019). Additionally, the resources required in teacher training and teacher provision in schools could further hinder this process (Nanda, 2021).
- India's Education system focuses more on Exams and content; the curriculum is also rigid. So, it requires a shift to curriculum design and assessment methods to be like Finland's, and we have to adopt an experiential and student-centric approach to achieve peace education goals.

Suggestion through which India can implement Peace Education like Finland

Finland's education system integrates peace-building through play-based learning, mixed-age group pedagogy, and a strong emphasis on emotional skills and outdoor experiences, prioritising emotional intelligence, inclusivity, and well-being. The Finnish model's success lies in its commitment to equity and its recognition of education as a tool for societal harmony, principles that align well with India's goals under the National Education Policy 2020.

1. Training teachers on socio-emotional learning,
2. Teachers must have qualities like empathy, emotional intelligence skills, also for which regular workshops and programs should be organized in urban as well as rural schools.
3. Digital platforms, Media, and Technology- Tools can be used for peace education content. Finland uses Media literacy; India can do the same through interactive apps and vernacular content.
4. Encourage Extracurricular Peace Initiatives Support student clubs, debates, and service projects focused on peace-building. These activities reinforce classroom learning and build leadership skills.
5. Monitor and Evaluate Implementation Establish metrics to assess the effectiveness of peace education programs. Regular feedback from students, teachers, and parents can guide improvements and ensure sustainability.
6. By connecting universities and schools to such peace and conflict resolution organisations and institutions (Chandran & Nagaraj, 2020). And we can also connect

with students globally via digital media and can have discussions over global topics, or can adapt their methods.

7. For Primary Education Teaching Methods: i. Active Learning Methods: Teach students concepts of peace, cooperation, and understanding through structured active learning methods. ii. Stories and Dramas: Bring alive the principles of peace and empathy through short stories, fables, and dramas. iii. Experiencing Peace in the Classroom: Sensitise students to the values of peace and cooperation in the classroom environment (Bharath, 2023).
8. For Secondary Education Teaching Methods: i. Deep Discussion: Enhance students' understanding of peace through deep discussions on various social, political, and economic subjects. ii. Field-Oriented Learning: Inspire students to study peace education regionally and internationally. iii. Social Service Projects: Motivate students (Bharath, 2023)

CONCLUSION

Finland and India embody two distinct educational philosophies: While India's vast, diversified, and exam-driven system is undergoing reform to incorporate peace education and holistic principles into its curriculum and teacher training, Finland's equity-driven, well-being-focused, holistic approach naturally incorporates peace education. The Finnish model emphasises how crucial it is to design an educational system that fosters students' mental, emotional, and social well-being in addition to their academic abilities. We don't have that in India, which is why the educational systems in Finland and India differ, thus we have to strive to emulate them in order to improve or become like them. Still, the implementation of the NEP 2020 and NCF 2023 is a positive change in Indian education that aims to promote holistic growth and restore cultural identity. India must keep improving its educational approaches to make sure they are inclusive, culturally relevant, and if it wants to keep pace with the trends in Finland or with the recent developments in education that are being discussed globally, it must focus on peace education. In short, India can develop such educational experiences that are related to the country's rich past and can bridge the gap between global viewpoints and local values (Sharma & Sharma, 2024).

Suggestions

India should prioritise peace as a main aim and view education as a crucial way to achieve it (Ali & Shahsiah, 2023). In order to do this, we must enhance not only the current policies but also people's attitudes and conduct in communities and schools. Students can get a better understanding of the complex social and economic issues that form the underlying causes of injustice and violence, which can be done by integrating such issues related to peace education in history, literature, and social studies. Therefore, it is essential to allow teachers to obtain real-world experience, educational conferences and seminars, and teaching resources and other resources so they may integrate peace education concepts into their classes (Ali & Shahsiah, 2023).

Schools should emphasise the value of collaboration, critical thinking, and effective communication. They should be able to provide teachers with the resources they need to create an engaging and inclusive learning environment for all students.

- Strengthen teacher training and capacity building focused on peace education.
- Embed peace education systematically from primary levels onwards.
- Foster partnerships between educational institutions and peace organisations for research and practical engagement.

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Conflict of Interest

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