

# EDUCATING TOWARD HAPPINESS IN ORDER TO ACHIEVE WISDOM AND PEACE

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# HUMAN SUFFERING AND CONFLICT

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Human beings cannot live  
Without happiness.

Unless they are happy,

They can only destroy themselves and destroy the earth as well.



# CAUSES OF SUFFERING

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- The supposed causes : the symptoms
- The true causes : the subconscious and the emotional programming of human beings.
- Childhood and the influence of éducation.

# THE SYMPTOMS

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- *Individual level* : frustration, sense of injustice, anger, psychological problems nervous and physical diseases..
- *Affective and family level* : conflict, domestic violence, generational conflicts, solitude, misunderstanding..
- *Occupational and institutionnel level* : harassment, inability to accomplish one's primary duties, poor management, loss of motivation, resignation..
- *Sociétal level* : social injustice economic crises, racism, discrimination, war, genocide, famine..
- *Environmental level* : short-term decision-making that works againts sustainable development..

# THE TRUE CAUSES OF CONFLICT

Human beings listen only to their fear and anger

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- EMOTIONAL PROGRAMMING

*Exemplar* : lack of self-love, misunderstanding of one's real needs, submission and sacrifice, fear of not being loved.

Inability to express one's feelings and pride.

Lack of rigor and determination.

- THE SUBCONSCIOUS (as opposed to the conscious mind)

*Exemplar* : indifference and selfishness, warped view of freedom and power, irresponsibility and fear of constraint.

Doubts and mistrust, lost of confidence, negative attitude.

Utopia and lack of realism.

# ÉDUCATING THE SUBCONSCIOUS TO EDUCATE FOR PEACE

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## A COMMON APPROACH FOR DIFFERENT NEEDS :

- Individual consultations
- Mediation for families and couples
- Business mediation and (re)structuring
- International mediation
- Mediator training
- Education for children and teenagers

# APPROACH AND PHILOSOPHY

(common elements and guiding ideas)

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- There are no problems ; only solutions.
- Become aware of one's free will and power.
- Trust and dialogue instead of a courtroom atmosphere.
- Listen to each person's grievances.
- Explain to each person what s/he is suffering or makes others suffer.
- Explain the causes of this situation and the personal responsibility of each person.
- Feeling guilty is a waste of time. It is more constructive to take action.

## APPROACH AND PHILOSOPHY - II

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- Explain solutions and practical keys that enable one to stop suffering and stop experiencing injustice or inflicting it on others.
- Explain consequences of refusing or accepting to call oneself into question and take action.
- Final resolutions and plan of action.
- Monitoring and evaluation of implementation.



## TWO KEYSTONES OF PEACE

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- Education for adults : « FORMATION DE MÉDIATEURS »
- Education for children : « ÉCOLE D'ÉVEIL PHILOSOPHIQUE »

# MEDIATOR TRAINING

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- *Initial motive* : to teach participants to recognize their emotional programming and their strengths, to detect those of others, to know how to defend themselves and help others.
- To contribute to conflict prevention and resolution in participants' fields of endeavor.
- To prove that, in all spheres and institutions of our society (including strictly for-profit companies), human beings can be happy, respected and find happiness in serving their community.

## MEDIATOR TRAINING - II

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For managers and professionals in all fields of endeavor (education, medicine, justice, politics, social work, private sector) as well as parents.

- *Basic training* : 9 days. *Further training* : 4 days per year.
- *To date* : 12 basic training sessions of 20 people each.
- 220 people currently in further training.
- Complémentary works on mediation and restructuring for business and institutions.

## MEDIATOR TRAINING – RESULTS

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- Better self-knowledge and understanding of other people's reactions.
- Self-respect and self-esteem, tolerance of one's own errors, ability to shoulder responsibility.
- Ability to express oneself. Steadily increasing ease in speaking of one's emotions and feelings.
- Greater attentiveness to others and ability to help and give good advice.
- Better knowledge of one's ideal and needs. Ability to pursue this ideal in one's personal and working lives.

## MEDIATOR TRAINING – RESULTS – II

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- Ability to think outside the box, better understanding of the needs of society and the world.
- Ability to distinguish between selfishness and liberty, power and authoritarianism, rigor and rigidity.
- Better ability to take a stance and affirm oneself with respect to one's environment.
- Ability to understand the true causes of conflicts and take on the role of mediator (with love and courage).
- See testimonials.

# PHILOSOPHY SCHOOL FOR CHILDREN AND TEENAGERS

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- *Initial motive* : to avoid the development of painful problems that lead to conflict even in early childhood. Help to change society and guide future generations.
- *Current applicability* : designed for the Swiss context.
- *Future applicability* : adaptable to every context.
  - « Human suffering and need are universal »
- Courses given outside the school system.

# PHILOSOPHY SCHOOL – RESULTS

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*After 12 two-hour lessons spread over one year :*

- Children realize the importance of self-love and happiness, appreciation of their good qualities, enhanced self-esteem.
- Ability to express anger, fear (particularly of not being accepted and liked), sadness, feeling of injustice, etc., both in class and with family and friends. Openness to dialogue.
- Ability to defend oneself against the violence of others.
- Ability to distinguish between positive and negative emotions and to associate them with the conscious and subconscious minds.

## PHILOSOPHY SCHOOL – RESULTS – II

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- Improved ability to define ideals (for oneself and society) and needs, and to take action to achieve them.
- Children understand what makes them suffer and have more perspective on what cannot be changed. More determination to change what can be changed.
- Increased ability to distinguish between freedom and selfishness, generosity and sacrifice, to express real needs and demands, etc.
- Better dialogue with parents, teachers, friends, etc.



# PROSPECTS FOR AFRICA AND (POST)CONFLICT COUNTRIES

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- *Teach* children and adults to know themselves, to recognize the consequences of emotional programming, with techniques to eliminate such programming at all levels (individual and collective).
- *Help them* understand the causes (specific to their context) of their suffering, their sense of injustice or their hatred, to liberate themselves from these emotions and to find new confidence in their future.
- *Become aware* of the limitations of the pride stemming from refusal to express one's pain.
- *Instill* the moral qualities that are vital to a country's development : solidarity, generosity, creativity, ability to take the initiative, ability to forgive, a sense of dignity.

# PROSPECTS FOR AFRICA AND (POST)CONFLICT COUNTRIES – II

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How :

- *Mediator training* for decision-makers, senior government officials, trainers, teachers..
- *Pilot courses* in the formal education system (in schools).
- *Teaching* in the non-formal education system in the form of debates with youth and adults.