

## **Peace Education in Curriculum of Teacher Education in Pakistan: Analysis of Teaching of Social Studies Curriculum**

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### **Abstract**

The current study was designed to analyze the curriculum of the teaching of social studies in the context of Castro & Galace Model of Peace Education (2010) (CGMP) applying the suggested framework by Levander & Mikkola (2009) about core curriculum using concept mapping framework (CMF). The concept map instrument was developed based on all three aspects of peace education. According to the concept mapping framework, the text was noted and explained. Experts' peer reliability was established through curriculum analysis by experienced experts. The analysis reflects that concepts of peace education exist in the curriculum in the context of the Castro & Galace Model of Peace Education (2010) and Peace Education is also presented in the learning activities. The analysis exposed that 9 aspects out of 9 of peace knowledge represented while 11 aspects out of 12 regarding peace values and 7 out of 8 aspects have representation. The unit wise analysis exposed that 4 units out of 6 (67%) regarding peace knowledge while 4 units out of 6 (67%) regarding peace values and 5 units out of 6 (83%) have representation of peace skills. It is recommended that Higher Education Commission (HEC) should revise the curriculum, design a separate course for peace education, give equal weightage to all aspects of peace education and manage co-curricular activities for B.Ed. (Hons) elementary 4 years program.

**Keywords:** *Peace Education, Teacher Education, Concept Mapping Framework, Castro & Galace Model of Peace Education (2010) (CGMP)*

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## Introduction

Peace education is the process of gaining information, promoting beliefs and increasing the approaches and behaviours to live in harmonization with oneself, with others and with the normal situation. To live with peace, the peace educational process is adopted to understand the world as a peaceful place where an individual would live with peace and promote a harmonious situation (Kwon, Walker, & Kristjánsson, 2018). Peace education is the overall process of teaching and learning for peace. It is the process to learn about peaceful conflict resolution. So promotion of peace education is essential all over the globe to develop a culture of peace (Navarro-Castro & Nario-Galace, 2010). It may be more meaningful when implemented according to the aspirations of the people considering their social and cultural scenarios (Gross, 2017). Peace education is also the process in which individuals study to design a framework for a nation of harmony, and probe the reasons for violence and conflicts. Peace education is the process that addresses the people's inequalities fairly. Peace education accepts the individuals' views as looking at the world with diverse opinions even when they encounter their personal opinions. Peace education is a holistic approach to mutual coexistence and an inclusive way of living, which means living in peace with others and with the atmosphere. Peace education is a technique to promote a nonviolent world and change individual thoughts about violent approaches (Yusuf, 2011).

The educational system for peace is based on the exploration conditions and values among young people to enable them to the expression of their ideas without fear and negative criticism. In this way, the students and teachers perceive themselves as they have equal rights of expression (Milton & Barakat, 2016). The positive approach to teaching peace reflects that human beings are not violent by nature and the roots of violence are more linked with psychological and social variables than genetic relations. The humanistic theories of education also reflect that individuals can change future generations and biological reasons are not behind the violence. (Reardon & Snauwaert, 2015b).

In the process of teaching and learning peace, the transmission of skills to students such as problem-solving, the reflection of peace in society, conflict solution skills, love, respect, tolerance, empathy and attitudes, (Sagkal, 2011). Teaching peace means educating students about the importance of peace as well as highlighting the benefits of peace in society. Through the transmission of peace knowledge, values and skills can polish their capabilities to handle disputes with negotiations and dialogues. So peace education shapes the behaviours of the students to live with peaceful manners in society (Haavelsrud, 2019).

The teaching of social studies is a very important subject to understand the humanistic approach such as the ideas about truth, responsibilities and cultural

differences of people. It also helps in the understanding of conflicts and how to communicate with the people in a peaceful manner. The teaching of social studies promotes critical thinking and the teaching of social studies has changed the global scenario in understanding the international community, their cultures, values, economy and citizenship responsibilities. Through the teaching of social studies, people can understand the cultural values of the international community from historical and social perspectives and thus can get benefit from each other experiences. The students understand themselves and others' worldviews globally. The teaching of social studies enables students to understand the global economy, politics, cultures, languages, social values, and environmental issues and promotes a peaceful living relationship environment in the society among the people (Odia 2014).

The teaching of social studies is linked with the core curriculum and the university should address the social issues and update the competencies. The curriculum content is the structured knowledge that developed over time (Barnett,2000; Charlton, 1991; Stark, 2002; Toohey, 1991). The discipline in the core curriculum includes the historical influence, cultural varieties, institutional traditions and teacher-specific orientation (Becher and Towler, 2001; Stark, 2002). University teachers planned their teaching based on their education, experience and research because the teacher is the expert in selecting and structuring knowledge to present it in a simple way for students to understand (Hativa and Goodyear, 2002).

Mikkola and Levander (2009) developed a tool for core curriculum analysis based on two frameworks such as the "Concept Mapping Framework" (CMF) based on the dimensions and analytical levels essential in the content. The levels suggested were (a) must know the essential theories and concepts; (b) should know complementing knowledge and (c) nice to know a special knowledge that mentioned or students peruse if they are interested. The second framework description of the core curriculum naming "Dimensional description Framework" (DDF). The analytical description suggested were (a) Brief description; (b) Explicit description; Extensive description and (d) Implicit description. By realizing the importance of peace education, the current research study aims to analyze the curriculum of the "Teaching of Social Studies" to find out content provisions at B.Ed. (Hons) elementary 4 years. Researchers selected the curriculum of "Teaching of Social Studies" as the concerned course is very important to develop peace education and its subsidiary themes i.e. sense of social responsibility, sense of respect, human rights, cooperation, critical thinking, global and ecological awareness, tolerance and communication aspects of peace education at B.Ed. (Hons) elementary 4 years. The study concentrated on the analysis of the objectives of the curriculum, content and activities suggested in the course for the aspects of peace education.

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## **Research Objectives**

The main research objectives were:

1. To find out content provisions of peace education in the curriculum of teacher education in the course of “Teaching of Social Studies” at the B.Ed. (Hons) elementary 4 years in Pakistan.
2. To analyze the extent of the intervention status of Castro & Galace Model of Peace Education (2010) (CGMP) and its subsidiary themes in the course of “Teaching of Social Studies” at the B.Ed. (Hons) elementary 4 years in Pakistan.

## **Research Questions**

The research questions were:

1. What is the content provisions status of peace education in the curriculum of teacher education in the course of “Teaching of Social Studies” at the B.Ed. (Hons) elementary 4 years in Pakistan?
2. What is the extent of the intervention status of Castro & Galace Model of Peace Education (2010) (CGMP) and its subsidiary themes in the course of “Teaching of Social Studies” at the B.Ed. (Hons) elementary 4 years in Pakistan?

## **Delimitations**

This research study was delimited to:

1. To the content analysis of Castro & Galace Model of Peace Education (2010) (CGMP) in the curriculum of teacher education in the course “Teaching of Social Studies” at the B.Ed. (Hons) elementary 4 years in Pakistan.
2. To the analysis of only one framework (CMF) of the core curriculum suggested by Levander & Mikkola (2009).

## **Review of Related Literature**

The concept of peace education is the same as the concept of harmony and promoting cooperation and interdependency among people for the cause of justice and eliminating violence that exists in every form in any society (Tomar & Hemlatta, 2016). Moreover, peace is also linked with individual and collective experiences of conflicts and violence in the present and future fear scenarios. Therefore, peace education promotes political, civic and ethical values to develop the possibilities of worthiness to themselves, respect and care for others and take the responsibilities to promote a democratic, peaceful and fair environment for themselves and others. So peace education

develops harmony and is a source to transform the peaceful knowledge, values and skills to resolve the conflicts in non-violent ways (Adonteng-Kissi et al., 2019).

Peace education manages training in avoiding conflicts and violence as well as positively improving human relations to develop internal harmony and external understanding with other people based on mutual understanding and respect (Ezeoba, 2012). Peace education has the formal and informal features of instructions in institutions and out of the institution that aims to eradicate group bias and hate among people. Moreover, developing the people's desires for war over peace promotes collaboration and peaceful attitudes to create a balanced harmonious society (Nsikak-Abasi & Nneji, 2010).

Peace education includes all the teaching-learning activities conducted for peace and these activities not only learn about conflicts and violence but also their peaceful solutions. So peace education must be promoted all over the globe to create a culture of peace (Navarro-Castro & Nario-Galace, 2010). Peace education can be made meaningful when implemented in the context of the social and cultural connections and desires of the people (Gross, 2017). Peace is essential for overall development and it can be transferred through the integration of peace education starting from the school curriculum to the teacher education curriculum. Peace is the basic requirement for a stable society. In the formal system of education, peace education was first introduced in 1948 at Manchester College, USA (Sinclair & Davies, 2008).

Education is the process of positive social changes through which minds are polished to enable individuals to live with harmony and peace. Education is an important element to decrease tension in society and handle problems with knowledge, skills and positive thinking. Therefore, peace education is the source to get rid of the turmoil in society (Qadri, 2010). Peace education influences students at all levels and provides a favourable environment for human beings in society. Peace education also promotes peace values and positive attitudes in individuals and decreases the chances of social evils (Harbom, Högbladh, & Wallensteen, 2006).

Pakistan is a multicultural country and there are many ethnic, racial and religious groups. The tolerance and peace situation is not satisfactory for the last two decades. The Global Peace Index report reflects the fact that Pakistan's rank is 152 out of 163 countries showing that Pakistan is the twelfth least peaceful country in the world. So there is a need for a conflict transformative approach and it is possible through the peace education and peace curriculum to envision peaceful generations in future (Galtung, 2008). For this purpose, peace research should be brought into consideration and teachers should be trained about the dimensions of peace education as they are the social change agents in society. The trained teachers can handle the queries about peace education in the classroom and can inculcate the knowledge, values and skills related to peace (UNESCO-INEE, 2005). Pakistan is facing many problems such as terrorism,

violence and conflicts among different groups and sects. The educational institutions are not fully safe from these violent activities across the country. Education is the only tool in transforming peaceful attitudes toward learners (Khan, 2017).

Pakistani constitution 1973 emphasized the fulfilment of the spiritual and social wants of the individuals of Pakistan which strengthens the basis of Islamic ideology as it focuses on the cultivating of definite values. National Education Policy (2009) objectives 1 and 2 focused on the above-mentioned values in its objectives such as the fulfilment of political, social, and spiritual requirements and strengthening of ideology mentioned in the constitution of Pakistan 1973. Objective 3 mentioned the promotion of the desired welfare state. Objective 4 highlighted the promotion of a sense of respect for other religions and faiths and respect for cultural and ethnic variety. Objectives 5 and 6 reflect equal opportunities for education for all Pakistan citizens including minorities. Objective 20 of the National Education Policy (2009) highlighted the sharing of experiences to reduce discrepancies across provinces of Pakistan (Ali, 2012). Unfortunately, in Pakistan, the education system did not perform according to the policy mechanism and alarming insufficiencies were observed in the completion of policy recommendations such as a lack of government concern in education and a breach between policy and its implementation (Aziz et al., 2014).

The curriculum is the tool through which teachers can inculcate peace knowledge, values and skills. Therefore, it is necessary to design a framework for the teacher education curriculum integration as the teachers can play a pivotal role to transfer all peaceful values to future generations. Teachers can involve the students in different learning experiences to develop knowledge and skills and this process may result in the desired achievement for learning (Null, 2011).

The teaching of social studies develops the potential in individuals to solve the conflicts and violence problems in the social and physical environments to promote a loveable society (Odia, 2014). In the process of teaching and learning social studies, different aspects are addressed such as man's relationship with the atmosphere, man's links with other people such as with family, peers, community, school, workplace and church, a civic teaching program and problem-solving approach to resolve conflicts and address the issues of violence. The main purpose of teaching social studies is the provision of information and thoughts related to peace and love among people. So it is the main tool to rebuild such a civilization that has high worth in the connection to the social studies curriculum and promotes the potentials need for a peaceful nation (Ezeoba, 2012). Social studies aimed to prepare such citizens to actively participate in an independent society. The main purpose of teaching social studies is social equality and gaining genuine social concepts (Onyabe, 1980).

The teaching of social studies and social and emotional learning needs to be integrated and should be a regular part of the classroom curriculum. Such programs are easy to implement and sustain (Petersen, 2012). The beliefs of the people about each other and attitudes affect peace and justice at the interpersonal level (Blumberg, Hare and Costin, 2006). The different opinions are also helpful in sustaining peace in society as well as decreasing the chances of violence and conflicts. Inner peace reduces stress and stress reduction develops the skills to handle the problem with courage and tolerance (MacNair, 2012). Education for peace plays a vital role in developing awareness in the context of understanding the world through ideologies (Skovdal & Campbell, 2015). Peace education enables students to manage internal conflicts and feel free in communicating (Reardon & Snauwaert, 2015b). The training in peace may develop peace approaches that can help in handling social issues in the society (Novelli et al., 2017).

## **Research Methodology**

The current study aimed to analyze the existing situation of peace education in the course “Teaching of Social Studies” in the context of Castro & Galace Model of Peace Education (2010) (CGMP) of the curriculum of teacher education in Pakistan. The framework suggested by Levander & Mikkola (2009) about core curriculum and its concept mapping framework (CMF) was applied. The framework is a set of concepts derived from the basic ideas of any formation (Dewenden, 2007). The framework for the analysis of the Teaching of social studies curriculum at B.Ed. (Hons) elementary 4 years in Pakistan in the context of Castro & Galace Model of Peace Education (2010) (CGMP) in the present study was developed based on the core curriculum analysis technique suggested by Levander & Mikkola in 2009. The concept map instrument was developed based on all three aspects of peace education. According to the concept mapping framework, the text was noted and explained. All three Phases of the Castro & Galace Model of Peace Education (2010) (CGMP) and its subsidiary themes were considered in the study and all aspects were explained to conclude the details it represents. Experts' peer reliability was established through curriculum analysis by experienced experts. The analysis reflects that concepts of peace education exist in the curriculum in the context of the Castro & Galace Model of Peace Education (2010) and Peace Education is also presented in the learning activities. The analysis exposed that 9 aspects out of 9 of peace knowledge represented while 11 aspects out of 12 regarding peace values and 7 out of 8 aspects have representation. The unit wise analysis exposed that 4 units out of 6 (67%) regarding peace knowledge while 4 units out of 6 (67%) regarding peace values and 5 units out of 6 (83%) have representation of peace skills. It is recommended that Higher Education Commission (HEC) should revise the curriculum, design a separate course for

peace education, give equal weightage to all aspects of peace education and manage co-curricular activities for B.Ed. (Hons) elementary 4 years' program.

### **Analysis of Teaching of Social Studies of B.Ed.(Hons) Elementary 4 Years Course based on CMF**

Analysis of the course "Teaching of Social Studies" of B.Ed. (Hons) elementary 4 years was made according to outline and the aspects of peace education named as concepts map framework (CMF). All three Phases of the Castro & Galace Model of Peace Education (2010), (CGMPE) were used to carry out the whole process. The details of related aspects of peace education are following with the page number of the textbook:

**Table 1**

*Description of Texts and Suggested activities in the Book of Teaching of Social Studies for B.Ed. (Hons) Elementary 4 years based on the aspects of the Cognition/Knowledge phase*

Aspects	Description of the content based on Knowledge aspects
Holistic Concept of Peace	<p>In unit 4 "Culture and diversity" the concept of peace is mentioned under the topic "peace and sustainability" and "understanding peace and conflicts". The other sentence is about why peace education is necessary bearing the peace concepts such as empathy, cooperation, anger management, problem-solving, communication, resolution of conflicts and peaceful society (p-13).</p> <p>In unit 6 there are mention some web sources about peace. Three is a sentence regarding the sense of peace under the heading dealing with controversy stating that controversies cannot be settled without interference of peace approach. The other sentence also bears the concept of peace as stating people's opinions, debates and arguments about peace (p-15-17-18).</p> <p>In unit 1 there is a mention of the web resources about peace. There are also some key elements responsible for citizenship under the knowledge aspect mentioned such as "peace and conflicts" having the sense of peace. There are also some quotations about the concept of peace (114-134).</p>
Conflict & Violence	<p>In unit 4 there are mention conflicts under the heading of "culture and diversity" stating that children should have the skills of conflicts resolution for building a peaceful society, also mention the institutional role, mention conflicts resolution role of authority and governance, the students learning outcomes also stated the conflicts (p- 13-21-22).</p>

In unit 1 under the activities and discussion part stating that conflicts are inevitable but managing them positively is the main purpose of social studies education, the activities of this unit stated under the section of elements of citizenship education that skills of conflict resolution are necessary for students as well as for teachers. Article 38 of UNCRC (United Nations Children Rights Convention) about children's rights stated that war and armed conflicts as the governments are responsible for the safety of children (p-34-100).

In unit 3 under the section of activities of a regional dilemma stating the ethnic conflicts (p-70).

In unit 6 under the heading of "Production, distribution and consumption" stated the reason behind conflicts is the difference between wants and resources (p-78).

Unit 1 highlighted the UNCRC article 19 about children's rights as it protects children from all types of violence, article 28 also provides the right to education without using violence in schools (p-127).

#### Disarmament

Unit 1 under the part of activities stated that every citizen has the right the live in peace without arms (p-120).

#### Non-Violence

Unit 1 stated under the part of activities regarding the UNCRC article 19 about the children's rights as it provides protection from all types of violence and it promotes non-violence attitudes (p-127).

#### Conflict Resolution

Unit 1 "Citizenship Education" stated that conflict resolution skills are necessary for both students and teachers (p-100).

#### Human Rights

Unit 1 "Why to teach social studies" define human rights, human rights in education, and its teachings, the activities of the unit describe human rights and different web sources to gain material about human rights (p-11).

#### Democratization

Unit 1 under the activities section stated democracy, its importance for people in the society and for promoting good citizenship and Muslims. Also provide some web resources for gaining helping material (p-17).

#### Development Based on Justice

Unit 1" Why teach social studies" stated different terms for justice such as justice, social justice and criminal justice. The unit also describes the UNCRC article 40 about juvenile justice bearing the idea that children should be treated by giving them all the rights and respect according to rules and laws. The unit also bears human rights having all types of justice for all citizens (17-129-144).

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 Sustainable Development

Unit 1 under the part of activities stated sustainable development as it is an essential part of citizenship education and also describe sustainable development as it is the key element for responsible citizenship under the (p-100-114).

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**Table 2**

*Description of Texts and Suggested activities in the Book of Teaching of Social Studies for B.Ed. (Hons) Elementary 4 years based on the aspects of the Affective phase*

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Aspects	Description of the content based on peace values
Self-Respect	Unit 1 of the ‘Teaching of Social Studies’ mentioned the UNCRC article 39 regarding the rehabilitation of the victim child as the article provides help to victim children physically and psychologically and especially restores their health and self-respect. The activities of the unit highlighted the importance of self-respect and mentioned self-respect regarding the values aspect (p-18-114-129).
Respect for others	Unit 1 mentioned the value of respect for others in the activities section stating that both teachers and students in a democratic society can develop the value of respect for others. The unit also describes it in the section on teaching citizenship. Article 12 of UNCRC also provides respect for the views of the children. Article 29 regarding goals of education aims to promote respect for others in children's minds (p-17-18-111-125).
Gender Equality	Unit 1 mentioned gender and its respect in the activities section under the heading of human rights (p-44-100-133).
Respect for Life	Nil
Compassion	In unit 1 compassion is described under the section of quotation activities for teachers and students as stating that good motivation is without arrogance (p-135).
Global Concern	In unit 3, global concern such as global warming is mentioned under the unit topic geography, people, places and environment. The activities of the unit also describe global citizenship, global issues, global media and global economics (p-12).
Ecological Concern	

The ecological concern is linked with the environment and in unit 3, it is mentioned under the heading “Geography, people, places, and environment and stating the effects of the environment on human beings at local and international level regarding the human activities, also highlight the web sources for helping material (p-12-13-29).

In unit 3 the human interaction with the environment helps people to manage their activities with responsibilities (p-69).

In unit 4 “Culture and Diversity” the environment mentioned teachers and students must understand the nature of the relationship of humans with the environment (p-73).

#### Cooperation

Unit 4 “Culture and Diversity” describe that the cooperation value is necessary for students (p-73).

#### Openness & Tolerance

Unit 1 mentioned the openness and tolerance value as it is the essential key to citizenship education (p-100).

Unit 3 mentioned the tolerance value under the quotation of human rights (p-69-134).

#### Justice

In the activities section for both teachers and students, social justice is mentioned as stating that it is necessary for a democratic and balanced society (p-17-19-20-52).

Unit 1 also describes the justice value as stating that this value is important for the promotion of a balanced and better world, under the heading of citizenship education, it is mentioned such as social justice and criminal justice. Unit 1 also describes article 40 of UNCRC as it is about the provision of legal help to children (p-53-98-103-114-129).

#### Social Responsibility

Unit 1 mentioned the main purpose of the teaching of social studies is the development of social responsibility in students, the activities section describes the responsibilities in the classroom, classroom norms and responsibility, laws and rules responsibilities and teamwork. Article 13 of UNCRC about “Freedom of expression” highlight the children's responsibility to respect the rights of others (p-17-40-98).

In unit 2, the value of responsibility in the activities section as stating that it is the responsibility of the teachers to develop views based on logic and reason (p-147).

#### Positive Vision

Unit 4 describes positive attitudes (p-13).

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Unit 1 discusses in the activities section the positive social change and vision, the adaptation of positive ways in conflict management and using of positive tone (p-30-34-56).

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**Table 3**

*Description of Texts and Suggested activities in the Book of Teaching of Social Studies for B.Ed. (Hons) Elementary 4 years based on the aspects of the Skills phase*

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Aspects	Description of the content based on skills of peace education
Reflection of Peace	Unit 4 mentioned the disposition of peace skills for the development of a peaceful society, the activities section mentioned the skills as how to deal with controversies, (p-13-17-18).
Critical Thinking	Unit 2 discuss the development of critical thinking skill as the main purpose of education and teaching of social studies (p-13-18). Unit 6 also mentioned that critical thinking skills promotion is the main purpose of the teaching-learning activities through innovative teaching methodologies. The unit also highlights that it is the essential skill of citizenship education (p-81-99). Unit 1 highlighted the critical thinking skill in the activities section as it is an essential skill of the teaching-learning process (p-114).
Decision-Making Skills	The decision making skill is mentioned in the activities section as stating that it is an essential skill for both teachers and students (p-16-23).
Imagination	Nil
Communication skills	Unit 3 describes it under the topic of exploring places, the communication skills play an important role (p-68). Communication skill is mentioned in unit 4 as stating that it is an essential part of the teaching-learning process (p-13-74).
Conflict Resolution	Conflict resolution describes under the activities section for both teachers and students as it is an essential element of citizenship education (p-100).
Empathy	In unit 1, in the section on activities, the empathy skill is discussed as the key element for citizenship education (p-114). In unit 4, empathy is mentioned as an essential skill (p-13). In unit 6, the empathy skill is the highlight as it is an important skill for teachers (p-81).

**Group Building**

Group building and work are mentioned in the section on the activities for both teachers and students (p-17).

In unit 1, the group work mentioned as it is important for cooperative learning and a part of the classroom teaching-learning process (p-40).

**Table 4**

*Unit Wise Analysis of Textbook Teaching of Social Studies B.Ed. (Hons) elementary 4 years regarding Knowledge/Values and Skills Aspects*

Peace Aspects	Total Units	Peace Units Frequency	%
Knowledge Aspect	6	4	67%
Values Aspect	6	4	67%
Skills Aspect	6	5	83%

Table 4 exposes the unit wise analysis of the Teaching of social studies at B.Ed. (Hons) elementary 4 years in connection with the inclusion of peace knowledge, values and skills of Castro & Galace model of peace education (2010). It depicts that a total of 4 units out of 6 (67%) are addressing peace knowledge, a total of 4 units out of 6 (67%) are addressing peace values while 5 units out of 6 (83%) are addressing peace skills.

**Discussion**

Peace education is an essential element in the present era to develop a peaceful, innovative and democratic society. In this respect, the teaching-learning process at any level and especially teacher education can play a connection role because teachers are considered the social change agents. Teachers can inculcate peaceful knowledge, values and skills in the minds and hearts of future generations. The teaching of social studies can develop different aspects of peace education in students. The main goal of the teaching of social studies is the development of a sense of social responsibilities, cooperation, respect for others, positive vision, tolerance, justice, group work, care for human rights and promotion of peace and calmness in the society by transforming all these values through teaching-learning process.

The major objective of the present study was to find out the concepts of peace education in the curriculum of teacher education in Pakistan in the subject of "Teaching of Social Studies, find out the frameworks of peace education that focused on education and analyze the curriculum of the course of "Teaching of social studies" at B.Ed. (Hons) elementary 4 years in the context of Castro & Galace model (2010) of peace education. The analysis process depicts that there are existing concepts of peace education in the curriculum of teacher education in the subject of "Teaching of social studies" at B.Ed. (Hons) elementary 4 years. The analysis also reflects that there are seven frameworks for

peace education but the framework that focused on education is the Castro & Galace model (2010) of peace education as it is related to and addresses the classroom teaching-learning process and has three aspects such as Knowledge aspects of peace, Affective/ Values aspects of peace and skills aspects of peace. The analysis of the content of the course “Teaching of Social Studies” depicts that the aspects of all three domains of peace education are addressed in the content but some aspect reflects the reality that their representation is not satisfactory such as “Respect for life” in the value aspects is missing and also “Imagination” in skills aspects is missing. The unit wise analysis shows that the weightage of knowledge aspect representation is 67%, as well as values aspect, also has 67% representation while the skills aspects have 83% representation.

The presence of a culture of peace is a basic requirement for the sustainable development of a country and sustainable development of a country cannot be achieved without the active participation of its youth (Navarro-Castro & Nario-Galace, 2010). Hence, a peace-minded youth is a pivot to national integrity and sustainable development (Balasooriya, 2001). The findings of the study correspond with the findings of Baltork, Mansoori, and Azad (2015) who analysed primary school textbooks in Iran. Violence is a major problem in the way of the overall development of human society. The effects of violence remain long term on society (Kivel Creighton, 1997). Inclusion of peace education aspects is essential and a need of the time and it will help in developing a peaceful society. There is a need to incorporate different examples and activities of peace education to make the content more interesting. The stories about peace education should be included to make the content more interesting, effective and result oriented. It is fact that teachers are considered social change agents and they can change the minds of the students in a positive way to make a peaceful society. The teaching of social studies is the main tool in the curriculum of teacher education for the achievement of these targets and promoting the different peace values and skills such as self-respect, respect for others, human rights, compassion, cooperation, tolerance, social responsibility, democracy, critical thinking and no violence.

## **Conclusions**

The researcher analyzed the content of the course “Teaching of social studies” and the conclusions drawn were (a) the analysis reflects the status of the concepts of peace education that exist in the curriculum of teacher education in the subject of “Teaching of social studies” at B.Ed. (Hons) elementary 4 years in the context of Castro & Galace’s model of Peace Education (2010). The concept analysis of the content reflects that there all aspects of the knowledge domain exist while the aspect “Respect for life” in the values domain is missing as well as “Imagination” in the skills aspect is also missing. (b) Concluded that there are seven frameworks of peace education but the

framework that focused on education and educational intervention is the Castro & Galace model (2010) of peace education as it is related and addresses the classroom teaching-learning process and has three aspects such as Knowledge aspects of peace, Affective/ Values aspects of peace and skills aspects of peace. (c) Aspects wise analysis exposed that 9 aspects out of 9 (100%) aspects of peace knowledge have representation while 11 out of 12 (92%) representation regarding peace values and 7 out of 8 (88%) have representation regarding skills aspects of peace education. (d) The unit wise analysis concluded that only 4 units out of 6 (67%) are about peace knowledge aspects while 4 units out of 6 (67%) regarding peace values aspects and 5 units out of 6 (83%) represent peace education skills. (e) The teaching-learning activities for both teachers and students exist about peace education aspects and their representation is in a balanced way but some activities require the whole institution involved in the conduction of peace day, cleanliness day, speeches, quizzes, national days' celebrations, important co-curricular events in the institutions, prizes and incentive distribution ceremonies, conferences on peace education, workshops and training of both the teachers and students but the curriculum and institutions have no proper mechanism.

## **Recommendations**

The recommendation drawn were:

- The Higher Education Commission (HEC) of Pakistan should design a separate subject for B.Ed. (Hons) Elementary 4 years as well for all teacher education programs for the promotion and transferring of peace education to future generations as teachers are change agents for the society.
- Recommended that the missing aspect regarding peace values such as "Respect for life" and "Imagination skill" should be included in the course of the "Teachings of social studies" for an equal and balanced representation of all three aspects of peace education.
- There is a need to design a mechanism for the conduction of different co-curricular activities in the education and training institutions regarding teacher education such as the conduction of peace day, cleanliness day, speeches, quizzes, national days' celebrations, important co-curricular events in the institutions, prizes and incentive distribution ceremonies, conferences on peace education, workshops and training.
- It is recommended that the curriculum should be revised and there is a need to give equal weightage to all aspects of peace education as well as integrate all aspects of peace education in the context of the framework of the Castro & Galace Model of Peace Education (2010), (CGMP).

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