'Integration of Peace Education: The Role of Values, School Curriculum and Teachers in Inculcating Peace Education'

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Abstract

Contemporary world is facing a colossal problem of unrest and chaos that influenced the economic, political and social system of the country. In this context the endorsement of peace in educational sectors has become increasingly important. There are demands and a need to include peace education in curricula at school level so that the problem of unrest could be mitigated in society. The overall debate of this study is upon the question that how we can make peace and how we can reach to peace? It is discuss throughout the research that Peace is an essential value that every person must respect. Thus the major goal and chief purpose of education is inculcating peace. Therefore, peace education must be aimed at addressing the root causes of conflicts i.e. divisions basing on race, class, caste, and sect. To upgrade the situation, a long-term and positive peace is required. In this context, teacher, school and curriculum can played a marvelous role in promoting peace in society. This study is significant because it helps the teachers to understand the concept of peace education and its importance for students and teachers, help the students to raise their moral behavior, provides strategies that will help the teachers and students to make the environment of school peaceful, help the government to analyze the curricula and make improvements in peace education in students and teachers.

1. Introduction

Education is considered as a process and the purpose of this process is to bring a desired and marvelous change in any person's way of life [1]. It is certainly said that through the aims and values of society, the aims and values of education originates, and the methodology of teaching with regards to objectives are attained by the combination of both. As all of us desire for peace, but the question is that how we can reach to peace? We are well aware in preserving our limitations and freedom, but in doing so how do we make peace?

The concept of peace was promoted by Pope John XXIII. He loved everyone and everyone was loved by him enthusiastically. His famous work on peace, *Pacem in Terris* (Peace on Earth, 1963) was the last gift to humanity in which he put down an arrangement of peace. He holds that, we must follow a certain order which is called the moral order, if we want to promote peace throughout the world. To check unpleasant activities of people in modern world the improvement in societal and economical ground failed, and all at once it seems that private and public educational sectors are not capable to come over this situation (Harris, 2008). Thus "Peaceful existence among all men," is the essential goal of education and to scrutinize the importance of this judgment is sound [2].

2. Peace Education

Now a days we are facing various sorts of problems such as sustainability of environment, resolving inconsistencies, global awareness, all that include in peace education. Peace is the substitute of good manners, and regarding oneself and others it is a value that lead towards peacefulness. It means that one should being calm in respecting diversity, evaluating actions and attitudes and being open to the views of others [3].

Galtung was the first to openly come out in favor of (systematic) peace in 1981 [4]. He proposed three spheres or circles of peace. First one being the universal, the second one being the group i.e. outward, and the last one being focused inward to one's own self. There are three un-negotiable supplies to bring us closer to attain peace. First we have to come to peace with ourselves, then create a social peaceful order and finally create a peace with nature.

In Galtung's model inner peace is the first step in attainment of peace. One must create peace with one's own self. A person whose mind remains serene despite having to face sorrows and shocks, a person who does not wish for any happiness but. We can assume that inner peace is achieved only when one's passions and fears cannot affect his mind. Lack of internal clash, freedom, a strange sense of fulfillment, religious peace, and contentment all signify inner peace (Galtung, 1988).

Social peaceis the second step in Galtung's model. Social education is defined in UNESCO's model of education as one of the most important four pillars for educating masses. Man is the social animal because of this man cannot survive in loneliness. Linguistic, artistic, identical, and religious groups are transforming gradually into multinational groups (Snook, 2007). This change is vital for a dynamic life and learning to exist peacefully in a diverse community. Social peace suggests that human dealings, conflict arrangement and resolutions must be arranged harmoniously. Love, friendship, union, mutual understanding, and ability to bearing differences are the components of peace (UNESCO, 2011). To live with peace, a peaceful coexistence is essential. For

establishment of social peace, tolerance is not enough; diversity must be acknowledged and loved too. Union, passion, reconciliation, comrade ship, brotherhood, human rights and morality are adjectives associated to social peace [5].

Peace with nature is the third step in establishing peace according to Galtung. Planet earth is the largest (and only) unit of human society. It is often labeled as mother world. Peace with nature refers to not destroying its ecology and not exploiting its resources ruthlessly thus conserving her self-respect. The cradle of human civilization is nothing but earth itself. One must stop the violation of her dignity through both environmental and ecological destruction and ruthless exploitation. Hence peace with nature refers to creating natural environment and mother earth [5].

There is also negative and positive peace. Negative peace occurs when strength and commodities are abused, biasness, cheating and injustice prevails. This leads to increased human sufferings [6]. Schilling (2012) considers this step important in countering opposing issues [7], while Galtung (1969) considers it the result of low levels of direct violence. Face-to-face conflicts, fights and practical acts of aggression are sought to be eliminated, or at least avoided. Negative peace signifies absence of violence. It will often result from a ceasefire or stalemate. It is called negative due to the absence or break in something detested.He declares positive peace as complete disappearance of undesirable things/ideas [8]. Positive peace aims to creating new systems by removing old structures and ways which promoted chances of coercion and conflict. Positive peace is often everlasting, because of the values it encourages like equality, merit and neutrality in community. How injustice and biased selection leads to conflict and violence due to its close association to ethnic and moral issues was showcased in 1994 by Elias and Turpin. Its purposes include creating smooth and strong links among persons as separate beings and society which would cater and promote the legitimate necessary requirements of all beings and units. All this ultimately leads to war and cruelty [9].

Schilling (2012) is of the view that positive peace is a phenomenon that prevails on all possible levels of behavior, structure, and environment [7]. Positive peace has constructive constituents which promote harmony. All aspects of a modern society that one can imagine are included in positive peace setting. These values are not only included but also enhanced.

A culture of peace will include several factors like rituals, beliefs, societal norms, religion, non-aggressive attitude towards aforementioned values and high self-esteem [10], [7]. "Peace with justice for all" is the comprehensive definition of positive peace. One often miss-recognizes peace as simply the lack of negative forces like tension and friction, but it is much more than that. Peace is not only the absence of friction but also the presence of justice. All the members of any state and society having different views and responses live together with respect and tolerance under the order of peace. In the presence of peace, conflicts, clash and disorder cannot take place, whereas existing problems would be resolved.

3.Need of values in peace education

Different countries indicated, after reviewing various programs on peace education, that in terms of content, beliefs, practices, curriculum, aims and significance etc. they fluctuate very much. This study highlights the key issues, practical and theoretical sides that are related to the value of peace education [11].Regarding one and others it is a value that keeps up for open-mindedness, being polite and well-mannered. From the above explanations, it is clear that

actions allow students to look at the world with confidence for the achievement of peace. At the same time, in the opportunity for learning and in relation to the world, actions are likely to constitute the reality, outlooks, and performance of students, for the attainment of peace. Peace is an essential value that every person must respect. Thus the major goal and chief purpose of education is inculcating peace. The first and foremost teachers of the children are their parents, and peace can be refined in their intimate relationships. Firstly, peace is learned from family or home and again it is finely practiced at the school level.

We can roughly dismiss modern education as largely 'skill-based' and 'information-centric'. The value component is usually ignored. While religion is becoming more and more irrelevant in forming the basis for values, education has shown very less emphasis in this regard. Role of values in promoting progress and peace is undeniable. "A value is that thing which is more preferable or desired." Value has its own worth and significance. Value is the final word about the importance of a thing or group of things. "Value conclusion" contains ranking conditions such as fine, terrible, moral, dishonest etc. Values are connected to the attempts of human existence.

Values have different aspects namely social, psychological, economic, spiritual and philosophical. Their impact is wide. Every action of a living creature has some value. If values are "fine", life will be perfect and livable, if not life will be hell. The word "Value" is derived from Latin root **Valere** meaning strong and vivid. Valued thing means a thing worth keeping. It is the value of a thing that gets our attention and forces us to think about it in a particular direction [12].

Peaceful and nonviolent standard of living is equally the requirement of every person living in a society (Shechtman, 2010). By using curriculum, individual values for students are expected to increase, and these values are: self-respect, sociability, endurance, acceptance, peace, support, fairness, fairness, worldwide concern, modernity, patriotism and defense of traditional possessions (Rieger & King, 2008). Values deal with issues such as the emotions and intentions of individuals by other people and also related to the study of interpersonal relationships, collaborative traits, different attitudes, and behaviors between groups and people. Thus, the idea of educational values is essential. In this respect, values are considered general and fundamental goals and moral principles that are regarded as essential for the harmony, continued existence, control and stability by the majority of the people living in a society.

Values are specific standards of actions, which provide direction to any culture and society, and are a kind of order which are common and established through the majority of people. In various types of conditions Values guide our acts accepted through persons and set the behavior, point of views, and beliefs that are absolutely consistent and associated with our actions (Coombs-Richardson & Tolson, 2005). To combine moral principles, for instance; love and affection, respect, tolerance, sympathy, conscientiousness etc is the responsibility of value education. Later than this dispute, appropriate resources, procedures and strategies are emphasized so that education becomes more compelling and positives values are put into practice [13].

But for transforming the majority of teachers and educational institutes, families obviously promote value education. After achieving knowledge, children can learn well the emotional development such as being peaceful, tolerant, and cooperation with society. Correspondingly, educational sectors integrate values between children and prepare students as an active part of the

society. As a result of interaction with teachers, classmates and other people living in the society, children learn to act with other people. Tolerance, justice, sharing, teamwork and integrity are some of the values which an organization has to comprise to familiarize them to the students. All this can be done by the curriculum whose major function is to detached conflicts. Fundamentally, peace is the principal value if it is delivered to the schools and institutions. Ian Harris (2004) affirmed that in the construction of non- violent and peaceful society, the plans and programs of peace education has been considered very helpful [14].

4. Encouraging Peace via School

Values, manners and attitudes a child can learn only in the place which is called school. But in some way different schools used a variety of violence including symbolic and physical violence that why the schooling is often criticized."Good society is a cooperation society", says Dewey. School should promote both competition and cooperation for it is this place where most of the learners will learn about how to think for the other members of society. As the learning is a highly individualized process, one must seek to promote to make education for peace such that the acceptance of students to facts, perception and types of knowledge can be brought together for creating a behavior of peace. The school is an agent for both perception and culture and works to transform both culture and individual acceptance, it is the foremost duty to give the most emphasis on education for peace from elementary to university level teaching [2]. UNESCO (1999) proposed that schools and other educational institutions should work as the "zones of peace" where children are insulated from the clashes in the community [15]. Such a peaceful and respectful learning environment must be created that all constituent persons of an educational setting e.g. administrators, teachers, other staff, learners, and parents respect others. Indiscriminate and equality based measures be taken by administration's policies and practices.

The school becomes a microcosm of society by having students work together cooperatively to achieve mutual learning goals. Cooperative learning may be the easiest and most effective way to build mutuality into the day-to-day fabric of school life. School should develop a charter/classroom charter with the students that adheres to the culture of peace principles, and that everyone can agreeto. The school ought to use service learning opportunities to introduce culture of peace principles to the community. School should design program to focus on learning and practicing dialogue. Open dialogue in a safe setting allows individuals to express the value of their faith in terms of their identity and allows for others to respond and share in an environment that fosters better understanding. The goal was to promote and support youth leaders who would continue to develop the skills of interfaith dialogue in order to introduce and expand this technique in the broader school population. By establishing a forum for greater understanding between youth leaders, the intent was to provide student role models who could facilitate greater understanding with other students and faculty, and promote a safer and more harmonious environment in the schools generally. The school should host a community event for promoting peace, human rights or environmental sustainability.

5. The integration of peace into the curriculum

As the term peace is very vague and difficult to define, consequently defining "peace curriculum" is much more difficult than defining just curriculum. With authentic and celestial connotations peace is a broad concept. Conflicts and the state of internal tranquil can be figure out only by peace [16]. As people want an ideal social order that is based on peace and harmony therefore children requires basic guidance that should be start in early days of his/her growth. In

the globalization process, given the special role of peacekeeping in raising children and youth, it is important that everyone either instructors, educational authorities or curriculum experts ought to pay their full concentration toward this imperative aspect that influences learning and also provides the basic framework for understanding. For encouraging peace in any society, a sound and principled curriculum is a fundamental component.

The philosophy of the curriculum changes as well as the changes that occur in people. In a narrow sense, the curriculum is only a list of courses to be taught at school. In a broader sense, it is about the education of everyone, not just the school, but also about the community. In the early twentieth century, the traditional meaning of curriculum is that "it's far a body of topics or situation matter prepared by using the academics for the scholars to learn" It is well done for "education" and "curriculum". In contrast, Marsh and Willis view the curriculum as a "whole classroom" program designed and maintained by the teacher and also taught by the students. According to Robert Gagne (1967), curriculum is the teaching of content that is structured in such a way that the learning of each group can be achieved through a single action, provided the capabilities described by the units before (in the series) were already mastered by the subject (p. 23). Teachers' decisions about the curriculum are a product of a variety of interchangeable items. Bergman and Bergman (2010) agree and note that good teaching is like good writing - the principles of good writing can help teachers improve their structure. Therefore it is necessary to practice emotional learning with students 'skills and skills. In this case, the rankings should be devoted to the ideals of human and non-traditional life that give us a sense of how peace education can be made for children in the choice of usefulness of learning in the arts [17]. Peace-education is therefore a strategic plan to eliminate conflicts and violence through corruption, inequality and human rights, and ways to reduce them. On the use of the necessary teaching and learning from the responsible world bring international peace. Therefore, education in peace is the goal of education.

Bar-Tal (2002) argued that an education institution can set the goal of peace education, improve curriculum, manuscript writing and other educational materials, setting up a school management system, can add shared activities, training teachers, teaching start-up schools, and forcing students to participate in the learning process [18]. Harris and Morrison (2003) wrote that "in a perfect world of their happiness, every teacher must be a peacemaker." It is common knowledge that peace education is the key to eradicating the culture of conflict and conflict and enhancing the lives of the people. The success of peace education depends on much more of social values than in education. It aims to create community-based organizations (including students) worldviews (e.g., their values, beliefs, behaviors, opinions, motivations, knowledge and behavioral patterns) in ways that resolve conflict and peace and prepare them for an era of peace and to live in reconciliation [19].

Keskin-Coşku and Keskin (2009, p. 72) describe peace as 'the group of values which includes respecting features such as race, gender, religion, physical appearance, and age; appreciate diversities, unity, cooperation, tolerance and being fair' [20]. Kester (2010) advocates use of cultivate skills of peace building like mediation, focus group discussions, and intensive interactions. Education for peace can be treated as a dialogue which results from favorable interactions where learners learn to cope up with local and foreign problems as a single entity [21]. Peace education is a procedure for enhancing man's consciousness. The best method of doing this is by focusing the attention on various components of truth through the means of discovering one's own self.

The basic purpose is to direct the understanding of one about one's self, one's joys and interpersonal as well as intra personal relationships. This devised metaphysical framework aimed at discovering all the aforementioned things provides us with a sound foundation to initiate the process of education for peace. It is a set of principles that will guide our life on right path by equipping us with the set of expertise essential to make our life harmonious and free from chaos and conflict.

Peace education basically focuses on fully enhancing a person's uniqueness and increasing respect for their rights and freedom by enhancing mutual comprehension, endurance and comrade ship among all parties irrespective of their racial, class, and social differences thus working as a catalysis for the success of nation in Peace keeping missions.. It enables the children to identify and prevent both categorical and random conflict through imparting them with a set of characteristics, expertise and values that would enable them to resolve and eradicate conflict no matter if they are on primary, secondary or tertiary level. Hence this is the process of acquisition of the traits, abstracts, and behavior which would help one to come to terms with one's self and others as well as natural proximities [5].

For Macauley, peace is somehow hidden in educational syllabi. It is the responsibility of schools to develop competence of students to learn peace. They come to seven following levels: Akudolu (2010) the main purpose of peace education is to impart in students the temperament and negotiating skills for peace. So that they might live in harmony, respect others and the ordinary surroundings, as well as encourage peace, human rights and democratic system in the social order [22]. The aim of education of peace bases on eight means: (i) honoring privileges and pride of all beings [23] , (ii) Non-violence i.e. refusal of cruelty and obtaining honesty by persuading and accepting, (iii) division i.e. enhancing attitudes and expertise for putting an end ti agreement and ending the coercion, (iv) listening to recognize i.e. everybody be allowed to get trained and divide during information transfer, (v) Protection of the earth i.e. assuring that growth and development is favorable for all (Tillman, 2000), (vi) Forbearance and harmony i.e. acknowledging and appreciating diversity and their positive impact on all, (vii) Evenhandedness of men and women alike without promotion of gendered biases, (viii) Democratic system i.e. making decisions by taking advice and considering opinions of all for the attainment of universal basic education and influential freedom. These help students attain rudimentary education of peace and required expertise, values, and knowledge. This will lead to the creation of peace among masses. Akudolu (2010) thinks that these eight things will increase the rate of establishing peace and doing chores in this world [22].

Employing of peaceful instructional process and approach will do nothing but to mainstream peace education. These approaches in essence are approaches and strategies endorsing interactive knowledge practices and joint group work, peer teaching, problem-solving, conversation, role plays, consideration, agreement building, debate, imitation and other learner-centered instructional strategies (Galtung, 1988). These promote among students, gradually, participating, supporting and problem solving efficacy. These methods are secondhand in promoting peace education in syllabus [13]. For Sani (2013), "curriculum is just designed educational experiences set for certain group of learners in a certain time for achievement of certain goals" [24]. We can also define curriculum as "planned learning activities for students, ran and monitored by schools in order to achieve its educational goals." Curriculum teaches and communicates to the learners what is considered important from

perspective of society. It is a kind of guide leading schools in imparting certain behaviors, ideas, knowledge and expertise in learners. Phase wise reassessment of syllabus makes it able to stay relevant with the needs of society [24]. Instructions for implementation of peace education must not contain any statement(s) offensive to a person or group [22]. Every community has its own particular demands about the design of the curriculum and its aims. Curriculum combines objectives subject matter, learning activities and evaluation techniques as components that as a whole add something to the value of education.

6. Role of teacher in inculcating peace education among students

Role of teacher in carving out brilliant humans out of arrogant learners is immense; the role can only be fully played if the teacher himself is brilliant human. Basic purpose of education is to develop human values among learners. The product is maturity of moral individuality, personality and good individual being.

Educational principles are the actions which are best for schooling. These add to the viscosity of life. The teacher should equip students to learn these activities.

Teacher's role is huge during child getting mature [25]. Child's material and cerebral growth is directly affected by tutor's methods of making his foundation. Tutor acutely observes the impact of surroundings on learner and then modify situation accordingly. While the true personality of the child is being discovered the step is very important. The function of teacher as the transferee of peace education is great, consequently promoting among learners a shared sense of agreement (UNESCO, 2015). A lot of nations have been capable to achieve firm expansion and progress, despite having scarcity of natural resources, due to their men power and education [11].

Teachers, the emissaries of change, have the responsibility to propagate peace education too. Teachers, by promoting public concord, enhance the public fusion. A nation's improvement is impossible without the role of students. Teachers are the ones who can harvest the germs of accord and amalgamation amongst students brains (Buckland, 2006). The schools and other larger collective units are also founded on the foundations put by teachers. Responsible citizens are created for a better life for all. The structures will live as ever even without the help of teachers but favorable product will not be prepared (Harris, 2002) [26].

"The educational policy, planning, pedagogy, and practice that develops awareness, skills, and values toward peace" are the most important functions of teacher as an emissary of peace [27]. "Educating for peace" deals with not only what is taught but also with how it is taught. Teachers are members of the school where they teach and the society where the school is located. In school, teachers are mostly accountable to the management run by parents. Galtung's (1975) distinction between peacemaking, peacekeeping and peace building assign the role of "peace builder" to tutors. While the peacemaking and peacemaking are directly counter to clash, the third step is creating a viable serene future by promoting harmony among masses that will cause cultivation of "positive peace" [28]. A peace build procedure concerned with all humans in the group is purported [29]. In this evolutionary process teachers act as builders of peace teaching learners the methods of defeating prejudices within and living a harmonious life with themselves, with others and with society as a whole. Barber and Mourshed asserted that "The quality of an education system cannot

exceed the quality of its teachers" [30]. Good quality teachers form the best schools around the world.

According to a review by the World Bank (2012: 1) "a number of studies have found that teacher effectiveness is one of the most important school-based predictors of student learning and that several years of teaching by outstanding teachers can offset the learning deficits of disadvantaged students". "Recent studies have shown teacher effectiveness is a key predictor of student learning" (World Bank 2013: 5).

A Colombian transformationalist, Juegos de Paz, proposed that peace education program's aim can only be achieved by direct commitment of teachers [31]. Hence it is necessary to enhance the capabilities of teachers to spread peace education during and before their service through training workshops. The success of peace education program is directly dependent on teachers [32]. Hence the teachers must be prepared to cope with the responsibility.

All teachers must be trained adequately so that they might impart importance and skills associated to peace education more aptly to their students. In a teacher's training plan focused on peace education potential teachers will be familiarized with all aspects of peace education, its knowledge and expertise associated to it during their education at different levels i.e. undergraduate diplomas and training courses. This will be taught first to tutors themselves in their training so that they might be role models to their students (Ian M. Harris, 1989, pp. 16). Syllabus of peace education should be so as to allow the tutor to share his/her experience of individual as well as social and international peace and the strategic to sustain and support peace. The training programs will aid teachers in understanding and analyzing the important aspects and hindrances in teaching about peace, and easily solving these hindrances (Ian M. Harris, 1989, pp. 18).

In opposition to all these provoking situations, all the persons including parents, teachers and leading members of civic society take active part and become aware of educational values [3]. Thus, with knowledge and skills which we impart in students, practical emotional training we can reach to peace. The rank ought to be dedicated; In this case, to the concepts of humanity and non-violent lifestyles that give us an idea of peace education that is offered to the children's in the choice of educational values in educational institutions [17].

7. Conclusion

It is discussed throughout the study that due to the unpleasant activities of people in modern world the improvement in societal and economical ground failed, and all at once it seems that private and public educational sectors are not capable to come over this situation.

In this situation education is considered as a process and the purpose of this process is to bring a desired and marvelous change in any person's way of life (Erturk, 1998). It is certainly said that through the aims and values of society, the aims and values of education originates, and the methodology of teaching with regards to objectives are attained by the combination of both. Thus "Peaceful existence among all men," is the essential goal of education and to scrutinize the importance of this judgment is sound (Carlton, R. 1971, pp. 223). Galtung was the first to openly come out in favor of (systematic) peace in 1981. He proposed three spheres or circles of peace. First one being the universal, the second one being the group i.e. outward, and the last one being focused inward to one's own self. There are three un-negotiable supplies to bring us closer to

attain peace. First we have to come to peace with ourselves, then create a social peaceful order and finally create a peace with nature.

All the members of any state and society having different views and responses live together with respect and tolerance under the order of peace. In the presence of peace, conflicts, clash and disorder cannot take place, whereas existing problems would be resolved. Various sorts of problems such as sustainability of environment, resolving inconsistencies, global awareness, all that include in peace education. Peace is the substitute of good manners, and regarding oneself and others it is a value that lead towards tranquility. It means that one should being calm in respecting diversity, evaluating actions and attitudes and being open to the views of others(Seitz, 2004). Peace is an essential value that every person must respect. Peace-education is therefore a strategic plan to eliminate conflicts and violence through corruption, inequality and human rights, and ways to reduce them. Thus the major goal and chief purpose of education is inculcating peace.

It is important that everyone either instructors, educational authorities or curriculum experts ought to pay their full concentration toward this imperative aspect that influences learning and also provides the basic framework for understanding. For encouraging peace in any society, a sound and principled curriculum is a fundamental component.

In this evolutionary process teachers also act as builders of peace teaching learners the methods of defeating prejudices within and living a harmonious life with themselves, with others and with society as a whole. To conduct the research on a number of activities based on values for instance patience, admiration, devotion, harmony, integrity and sharing etc. at different levels. The sets of these educational values activities ought to alter in projects and then be applied to teachers, parents and other members living in a society. Thus, with knowledge and skills which teachers impart in student's practical emotional training we can reach to peace.

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