Peace Education and Need of Its Culture System: Identification and Review of Government Effort in Curriculum of Pakistan

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Abstract

Education is the imperative source of human transformation and transmission. So in overall the world Education at any level play a leading role for socialization and empowerment. No doubt it is contributing positively to reinforce civilization and sense of peace and solidarity in young generation. Thus education can play a key role for creating the culture and context of peace for respect, love for humanity in this world. Today, it would be very hard to find a country that has been unaffected by terrorism (Physically and Psychology both) in fact this issue is affected the whole world. In Pakistan recent context and situation is demanding to empower the youth for peace and its proper culture system. Because peace education has the capacity to change the attitude of youth and create a functional culture of peace in Pakistani society. In country like Pakistan we are facing list of problem such as interfaith and intra-faith conflict, corruption, inter and intra peace, Governance, utilization of resources and most important issue is peace and culture system. This paper explore an idea that for peace of Pakistan and this world proper knowledge of peaceful living is mandatory. So it really important to provide knowledge, skills and attitude to our youth that they can cope with conflict and build peace. This paper is an attempt to bring the area and field to highlight the need of peace education and its awareness in youth of Pakistan therefore this paper review the major effort of previous Government and curriculum wing for curriculum development. It is ironic that in our curriculum from primary to higher education level it is taught in limited level not practice as life skill. For this purpose life based skill framework is needed which based on values, non-violence, justice, Respect, understanding of others, passion, patience must be included. Therefore this paper is looking functional framework of curriculum for peace education for youth empowerment. It is expected that by adopting and acquiring these practicing values we can create a culture of peaceful living and can empower the Pakistani youth to develop peaceful attitude and living.

Keywords: Peace Education, Culture system, Empowerment, youth of Pakistan

Introduction

At present scenario our beloved country Pakistan is a best example as state that needs peace and its implemented culture system for sustainable society. In fact its way of life is divided in different social classes, financial aspects, legislative issues, belief systems, religion, dialect, region, languages and cast system is fragmented. With this issue the youth of Pakistan is affected especially the school-going kids those are impacted by this sort of unrest. (Bar-Tal and Rosen, 2009).,

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No doubt it's really important for promotion of peace and tolerance in Pakistani generation.

So there is need to educate the new generation in a way that they may became peace keeper and peace maker, for this purpose in formal education curriculum content is need with practical and functional learning and teaching regarding peace

Formal education is a basic segment of building peace and tolerance. in any civilized society academic institutions such as schools and colleges, assume a significant part in the spread of thoughts and world perspectives. These educational institutions not only teach the pupils in social, political, religious and moral issues, additionally they developed and molded their personalities consciously and planted tolerance and respect for all and hatred feeling for violence. It is important to educate the children for peace of society and this world.

Researcher agreed with Williams (2004) argument he states that aggression and violent behavior affects learning institutions at numerous levels by violent attacking persons, communities, and systems, and "weakening their sense of agency" (p. 471). Further Murithi (2009) describe the thoughts about peace of this world. The type of world that we as human beings create in the future will depend on our ability to reject violent and militaristic approaches to solving problems. Peace education should therefore be a central pillar to improving human relations in the family, in schools, at the workplace, within countries and across borders. (p. 223).

Perhaps, if we want to improve the world peace and human relations of life we have to educate the future generation, because young generation can play their powerful. Hence for this sake, sound knowledge for future generation is really matter, we must focused on three main elements such as knowledge, attitude and skill for peace education. According to Deveci, Yilmaz & Kardag ,2008) the main purpose of peace education in school is practical skills and knowledge, so it is essential to prepare the students those have understanding , knowledge , and attitude. For this purpose teacher should adopt participatory, supportive and cooperative method of teaching.

Concept of Peace in Education

Importance of Peace Education cannot be ignored. It is associated to how next generation can live and alive peacefully with each other. Peace has been comprehended to mean the absence of violence and conflict in society. Webster characterizes peace as, "a condition of calm or peacefulness; opportunity freedom from frustration and disturbance. From the above definitions it can be concurred that without these components, for instance, understanding, sympathy, respect, collaboration and positive reception for difference in others, there cannot be peace.

Peace education is a scholarly educational field that looks to figure out the different means in which education can be utilized to meet the requirements created by peacemaking and peace building challenges. In particular, peace education tries to address issues, for example, extended clash, atomic weapons, destitution, and separation. It expects to lighten these issues by (i) creating instructive approaches and teacher aptitudes and apparatuses that progress peace; and (ii) by designing culturally relevant peace education programs that can be implemented in

various contexts. Peace education basically taught through traditional pedagogy (research, lectures) there is need to teach with an interactive teaching methodology to engage equip students in the learning process and can able to obtain critical thinking skills, which helps them to inform and shape them as active peaceful member of this world. Examining and discussing our values and attitudes towards diversity, cultural differences, tolerance and human dignity and directing our efforts towards achieving fundamental changes within societies.

Therefore, this study aims to highlight and review the efforts of government in the context of peace education in formal education especially in curriculum. According to a study commissioned by the U.S. Institute of Peace (2015) report stated that in Pakistan formal public school curriculum and textbooks are not appropriate for creating the real sense of peace and tolerance in students, report further added that student cannot develop their perception and critical thinking skills without knowing the real cause of terrorism and violence in the country, so for this sake peace education must taught in proper manner.

According to Madia Afzal (2015) Pakistan is country where we cannot ignore the issue of violence and terrorism, hence only education is the only tool which we can use for equip the students that how to deal with conflict and problematic issues of society. According to her although in Pakistan 2006 there were reforms of curriculum still Pakistan is unable to bring real change. As researcher I myself observe the flaws yes after Peshawar attack 16th December 2014, we are still not working how to give clear picture of real situation and how to reduce the causes of violence. Therefore this present study was conducted to highlight this issue in front of policy makers and curriculum developer and suggest framework for better future of Pakistani generation in overall the world.

Research Questions

In the above stated scenario two research questions were developed for this study
Is there any culture and framework of peace education in curriculum of Pakistan?
What are the efforts of government regarding education especially in curriculum (textbooks) of Pakistan?
Research objectives
To explore the need of culture and framework for peace education in curriculum of Pakistan with the help of literature review.
To find out the Historical analysis of previous Government effort in context of peace education in curriculum of Pakistan.
Methodology

This research paper based on literature and previous educational papers and current Government practices. It is literature analysis, desk review type study, in this type of research identify the information that is related with research problem and explore the solution from the exiting content. For this sake this method is used and finally suggests the framework and content for Pakistan peace with the name of peace education for peace of Pakistan.

Literature Review

Peace education may defined as obtaining the values, potential, setting up attitudes, potential, and behaviors to live with peace and harmony with oneself and others. UNICEF has outlined peace Education as follows: "peace education is the process of knowledge attitude and skills to equip the future generation how to live with peace besides this enable the youngsters, youth and adults to avert clash and violence, and how to stay peacefully; and how to create the conditions conducive to peace whether at an intrapersonal, interpersonal, inter-group, country wide or international level.

Source: Retrieve from https://www.slideshare.net/raf-cel/social-dimension-report

What is Culture of Peace?
Culture of Peace may be defined as "a mixture of identities, attitudes, values, beliefs, and institutional patterns that lead people to live symbiotically with one another and the earth itself without the aid of structured power differentials, to deal creatively with their differences, and share their resources." As defined by the United Nations, the Culture of Peace is "a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. The culture of peace is a holistic concept, and each of its bases should theoretically be related to the values, attitudes, and behaviors of a culture of peace. There is increasing agreement that a culture of peace must refer to the meeting of human needs and not simply the absence of war.

Peace Education has gained great consideration from all around the globe (Yilmaz, 2003). |While industrial and technological development and improvements have firmed our reality into a related worldwide town, where each part is in a position to influence the others in a single

glimmer of the eye. So there is need that in learning institutions at different level peace education is essential. In developed societies and economically and technically advance countries, learning institutions management authority is increasingly involved in the origination of guidelines| and structures for peace education in their institutions. On the other hand in contrast comparably, in developing countries like Pakistan, peace education at the school level seems crucial under the prevailing socio-political circumstances and it's seen in curricula in artificial way. But now in 2030 Agenda of education peace education became the area of consideration for curriculum in school education.

https://www.slideshare.net/raf-cel/social-dimension-report

Education for Peace and Pedagogy at the School
Baldo and Fumiss (1998) claimed that peace education is most effective when the relevant skills and abilities of peace and resolve problems and issues are taught and learnt actively and practices and modeled by the learning institutions in which learner are taught. As a matter of fact role of administrator in learning institutions are vital, it is important for head of institution to take responsibility to reaching and attaining the values of peace education. Another important role may perform by the teachers must be able to foster positive social interactions among children, and establish and maintain positive collaborative relationships with families and the community or society to uplift the student learning and well-being (ACEI, 1997).

For change in society, researcher agreed with Deveci, Yilmaz (2008) they further described that educators must to be set up with widespread universal moral values such as   liberty and freedom human right, honor of law, equity, respect, tolerance, and regard for the privilege to live. They should also build up a real conception of peace and a foster the thirst in learners for a peaceful culture in the society. (Deveci, Yilmaz, Kardag, 2008).

Hence in the context of above literature discussion it appears that for implementation and fruitful results of peace education, one needs to consider the diverse methodologies and to be taken after

deliberately to encourage peace training in schools. It is the duty of each educator to bring action based, critical thinking learning, wide-ranging work, and cooperative techniques in classroom lessons. It is expected from the teachers not to direct the teaching learning situation but promote and create the conducive environment where students can feel free and take part in better way. Peace education is not a theoretical concept to taught and memorize it's a practical content and Learners should learn to take up autonomous performer and to make a contributions towards solving problems and resolving conflict situations.

Bar-Tal (2002) defines the peace education significance in following ways:
(1) Peace education is name of concept and philosophy and it is more than subject matter
(2) peace education learning ought to be unbiased to avoid becoming rigid; to must take differentiating points of view and different methods for seeing |alternatively than supporting doctrine;
(3) it should be related with the actual problems of community members;
(4) Peace education requires experiential, active learning that boosts internalization and reflection
(5) Peace education is must base on teacher –student center context because without a teacher contribution and effort the enterprise will not succeed who understands and can model peace education.

Harris, & Morrison (2003) intensifying the views on peace education teaching in learning institutions, according to them peace education is not only the name of content it's a philosophy of society, and for implementation of this philosophy we must have a process of beliefs reflection and cooperation to resolve our conflicts and issues. This practice and process should go for engaging individuals with the aptitudes, knowledge and skills that are instrumental in the formation of a protected and supported world.

Knowledge	• Understanding conditions which build positive peace (Bretherton 2005) • Understanding dynamics of peace and conflict (including negative and positive peace) • Justice • Human Rights and responsibilities • Gender • Interdependence (Miller 2002) • Understanding types of identity, including human, personal, and cultural identities • Social issues (Reardon 1997)[11] • "Alternative ways of responding constructively to human differences and conflicts" (Reardon 1997)
Skills	• Communication skills of active listening and assertive speech (Tidwell 2004), expressing feelings (giving feedback without blaming) (UNESCO 1990) • Cooperative problem-Solving, including methods such as brainstorming and consensus building (Sommers 2003) (Reardon 1997) (T. Jones 2005) • Nonviolent resistance • Cultural awareness and empathy • Handling conflict through negotiation, mediation and facilitation • Assertiveness and refusal skills • Empathy • Cooperation and teamwork • Advocacy Skills • Skills for increasing internal locus of control • Self-awareness, self-esteem/confidence-building skills • Skills for managing feelings and stress (UNESCO 1990)
Attitudes	• Self-respect and respect for others • Trust • Social Responsibility • Open-mindedness • Tolerance (Miller 2002)

Adapted from Elena Reilly, (2014) UNICEF report Peace building knowledge, attitudes and skills

Empowering children as Peaceful Makers

According to Bar-Tal (2002) learning peace building knowledge, behavior and skills needs to be associated with opportunities or "entry points" for children's participation in peace building processes. This is not a solo activity its require teamwork. This is important for several reasons. First, internalization of peace-related knowledge, attitudes, and skills requires practice--both within and beyond educational settings.
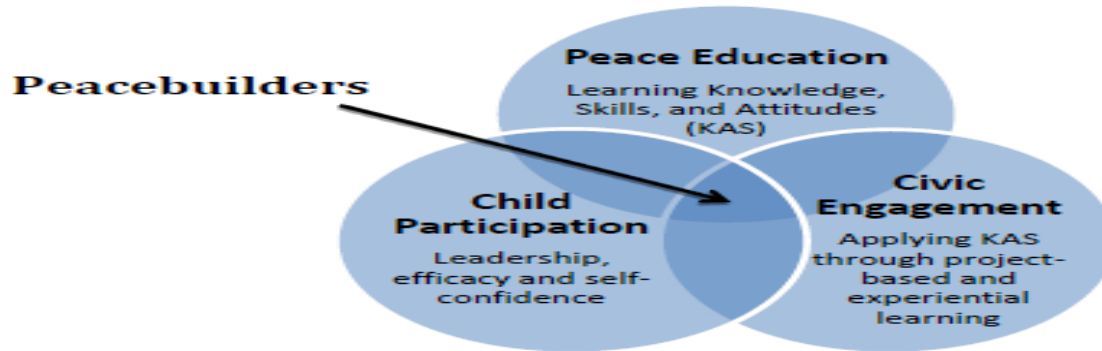
Source: Bar-Tal (2002) adapted from Elena Reilly, (2014) UNICEF report Peace building knowledge, attitudes and skills.

The proposed experiential learning model below shows one way to structure peace learning for children, giving adequate opportunities for practice by rehearsing and applying skills in several contexts. Second, change in behavior, attitude and promotion also requires a supportive environment. Third, research shows that peace education in learning settings works better when it's associated to the rest of the community. When children participate in peace building processes, they can get benefits those linkage.
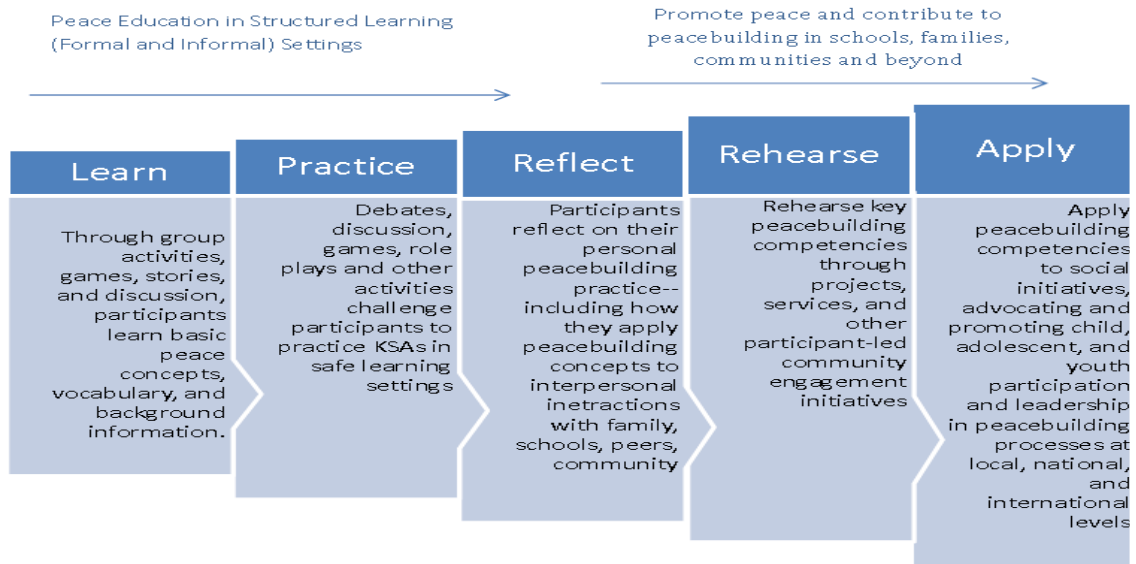
Peace Education in Structured Learning (Formal and Informal) Settings → Promote peace and contribute to peacebuilding in schools, families, communities and beyond →

Learn	Practice	Reflect	Rehearse	Apply
Through group activities, games, stories, and discussion, participants learn basic peace concepts, vocabulary, and background information.	Debates, discussion, games, role plays and other activities challenge participants to practice KSAs in safe learning settings	Participants reflect on their personal peacebuilding practice-- including how they apply peacebuilding concepts to interpersonal inetractions with family, schools, peers, community	Rehearse key peacebuilding competencies through projects, services, and other participant-led community engagement initiatives	Apply peacebuilding competencies to social initiatives, advocating and promoting child, adolescent, and youth participation and leadership in peacebuilding processes at local, national, and international levels

Figure 3: Experiential Learning Sequence

Curriculum and Peace Education in Pakistan

In any society education can play a key role for creating civilized citizen for this world . In this view curriculum and textbook content is really matter in shaping the minds of young people. In Pakistan from grade 1 to 8th social studies subject is taught for civic education and social education and from grade 9th to 14 Pakistan-studies is taught as compulsory subject the aim of this subject is to aware the future generation about historical back ground of past and present. . According to Hina,kb (2011) civic education is really helpful for students. It teaches values courage, respect of other nationalities, communities. The purpose of this content is develop the ability in students how they can deal with conflict and reflect on different issues related peace. She further stated that Pakistan is leading state against war on terror. Hence it a right high time to review and change the curricula according to current circumstances, it is important for national and international stability and global peace.

As a matter of fact despite curriculum factor there are many other causes those are prevailing in Pakistani society which really needed to highlight such as..

Literary Rate and Quality Education

Socio -Economic factor: Poverty, Hunger, Unemployment

leadership and political instability

It is also important that in the context of above stated problem such as economy and leadership without their solution curriculum reforms would be meaningless, and on only reforms we are spending money, without implementation strategy so spending money without any system it would be inefficient. In country like Pakistan finding job or employment is the big issue is a matter of poverty which is a big cause of violence and terror.

Analysis of Previous Government Efforts in Context of Peace Education in curriculum of Pakistan

After establishment of Pakistan to date different Government were established by different leaders and all these leaders play vital role in curriculum related polities. Such as..

- At the time of president Ayub from 1950s to960s Pakistani text books were designed in context of wholeness so the textbook was combination of society, people, atmosphere, and mostly history of subcontinent and Pakistan as whole.

- In era of 1970s, Mr. Zulifkar Ali Butto was in power he was socialist. He announced first national policy of education in Pakistan in 1972, first time for each level curriculum reforms were developed. At that time curriculum was liberal well grounded

- 1980s era was the term of Gen.Zia-ul-Haq Pakistan-studies was made compulsory from schools to graduate level. it was the era of islamization.

- 2004 President Musharaff era in his time period he ordered a curriculum reforms at all level and new curriculum was developed in 2006 and 2010 and responsibility of implementation handed over to provinces and district Government.

For concluding the review, it is observed and find out that in Pakistan curriculum was ultimately was refined but still as result marginal change has been seen, actually in the recent circumstances these marginal improvement has failed. There is need that the textbook must provide knowledge and skill to enable the pupil to address the conflict and terror related problems. .

In short curriculum of Peace education must based on a philosophy that teaches peacefulness, love, kindness, trust, justice, collaboration and respect for humanity and all life on our earth and leads to peaceful living.

Conclusion & Suggestion

It is concluded that in Pakistan however, a quickly worsening security situation is seen so it requires some special effort and steps to promote peace and tolerance at all levels of society. It is also needed to understand the factor and causes of terrorism in Pakistan. In first step illiteracy and poverty are the big challenges which may need to addresses properly. Thus peace education must be viewed as vision to formulate the social and moral wellness and happiness for each member of society. This depends on a sincere readiness and commitment to keep learners in the learning process, which is an essential and influential method to change their personalities exclusively. Peace Education must be a participatory procedure which means change of mindset of societies.
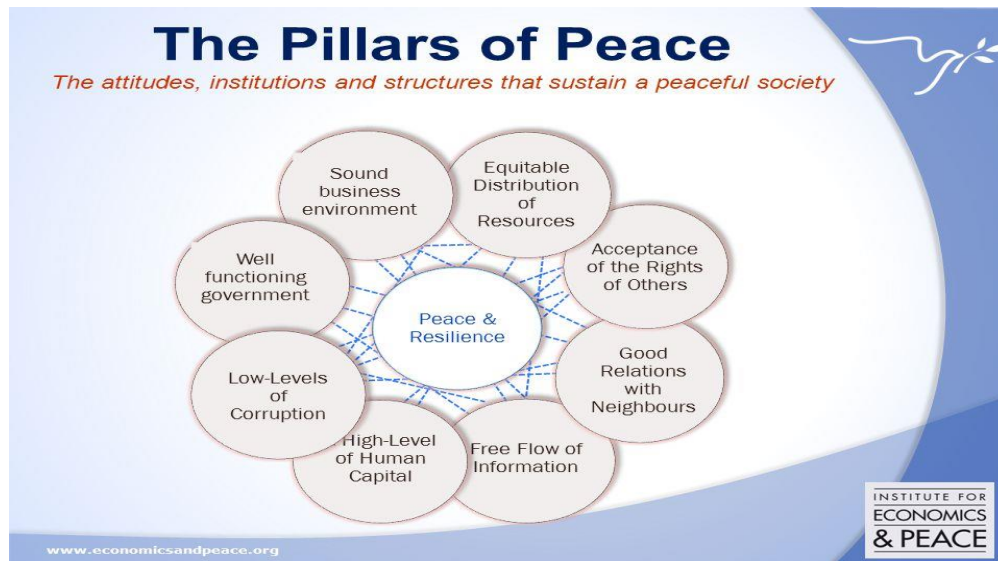
Source: www. economicstandpeace.org

So to sum up the study it is concluded that if we want to see a worldwide blossoming culture of peace, we have to work for institutions, society and most significantly for change of attitude and its clear understanding in people. According to Albert Einstein, "Peace cannot kept by force; it can be only achieved by understanding". For this sake we have to design and implement the curricula for children because everything starts with the children is the right way because they are the hope and they are the future of world for sustain and peaceful civilized society.

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