

## **An Initiative to Introduce Peace Education in B.Ed. (Hons) Program**

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### **Abstract**

Today, we are living in an era of violence and conflicts and many people have forgotten their values and norms that are essential for living peacefully in societies. Peace education is the only way to overcome these problems because it helps to enrich both social as well as cultural values of an individual, and a society as a whole. In order, for peace education to become a steady insertion and curriculum anticipation within schools, teachers must be well trained to reduce conflicts within the society. Therefore, integrating the concept of peace education in teachers' training institutions is very essential. For this purpose, the study used action research methodology to identify students understanding regarding the concept of peace education in B.Ed. (Hons) program. For this study, students were primary participants, whereas, teachers were secondary participants. The findings from this study revealed that peace education is not included implicitly in the B.Ed. (Hons) curriculum, nor it has been implemented overtly or covertly in the curriculum. Before the intervention, teachers and students did not have prior understanding of peace education. However, after the completion of two cycles, students' perceptions regarding the concept of peace education has improved.

**Keywords:** Higher education, peace, peace education, teacher education.

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## Introduction

Conflict had been one of the most prevalent features of human occurrence since the beginning history (Ahmed & Bukhari, 2019). It exists universally within nation-states, locally among social groups, in dyadic associations and within individuals. Many efforts have been made to resolve conflicts at each of these levels with varying degrees of success. The world continues to expand with socio-economic, cultural and political problems; however, peace and safety issues are on top of the list, which is building a thoughtful risk to human reality at global level (Kester, 2017). Evolving aggressions among nation states, particularly people with weapons of mass destruction (WMD) have made the world vulnerable. One of the reasons for the most pervasive and dangerous conflict is that people belong to different cultural identities.

Being a member of the global community, Pakistan is no exception in terms of conflict. History has witnessed multiple conflicts recurring in their ugliest forms across the country. The worst among these are ethnic violence and sectarian-religious conflicts. These conflicts have brought unprecedented expansion to terrorism and extremist ideologies, causing stern extortions to the conceptual and national integrity of Pakistan (Bajaj, 2019). What can be done to curtail this air of extremism? Can it be done overnight, or will it require a phased approach? Current peace and safety conditions in Pakistan require a long-term phased approach to be adopted. Stakeholders should be held accountable for putting a stop to rising aggression and terrorism (Oueijan, 2018). Hence, after reviewing a number of theories and researches on conflict resolution, peace education is identified as a workable, long-term solution in conflict resolution, as it will not only help to overcome conflict, but also to identify the root cause of it. Furthermore, understanding of conflict resolution will help to develop critical skills and bring behavioral changes among individuals. The citizens will also be able to develop counter narratives that are based on tolerance and respect for all people, irrespective of their race, religion, gender and nationality (Cromwell, 2019). Peace education in practice, also equips people with appropriate tools to understand and resolve societal conflicts justly and sensibly (Harber, 2019). Furthermore, it also promotes self-learning and breaks cultural stereotypes based on one's perspectives, beliefs and assumptions (Zembylas, & Bekerman, 2017). Therefore, it is important for an individual to have an understanding of peace. Thus, education is one of the ways to change a nation from a culture of violence to a culture of peace and tranquility.

Moreover, Pakistan's National Education Policy (2009) refers to social cohesion (peace building) by emphasizing the role of education, which enables individuals to critically reflect on inequitable distribution of power and resources (Ahmed, & Bukhari, 2019), but this concept has still not been understood by the society at large. The reason

being that this concept has not yet been fully translated into text, curriculum and other teaching learning materials of higher education, more specifically teacher training programs (UNICEF, 2013). According to Bajaj (2019), in an ideal situation peace education should be taught in higher education especially in teacher education program as these trainee teachers are the future teachers, and they will be developing the concept of peace among their students. Therefore, the Pakistan national curriculum of Higher Education B.Ed. (Hons) needs to broaden their educational policies and approaches. They should also include peace education as a major concept in order to overcome future conflicts (Gallardo, 2009). According to Cromwell (2019), peace education content should be taught throughout the course of B.Ed. (Hons) program and that is only possible, if there is a proper amalgamation of peace education as one of the major objectives of B.Ed. (Hons) program. Another benefit of this approach is that the teacher-educator who is teaching in this program would be able to acquire large number of skills, theories and topics associated with peace education. It will allow the entire course structure to achieve the common objective of peace education (Niyozov & Lalani, 2019). The following research questions were developed:

### **Research Questions**

- I. What are the perceptions of fourth semester B.Ed. (Hons) students regarding the concept of peace education?
- II. What are the major challenges faced by B.Ed. (Hons) teachers at the time of teaching peace education?

### **Literature Review**

Peace education is defined as a way through which one can acquire certain knowledge, developed values, and practice skills to bring change within oneself and to live in peace and harmony with others (Begum, 2012). Moreover, peace education is the procedure of endorsing information, assistance, feelings, and moral essentials to bring modifications in students' attitudes and ignore diverse quarrels and aggression (UNICEF, 2013). Begum (2012) defines the peace education as a study of the holistic concept of peace, understanding the root cause of violence and peace. It identifies the principles to educate the concept of peace, valuing, and promoting human rights, attitudes, and behaviors to live in a peaceful society.

### **Importance of Peace Education for B.Ed. (Hons) Degree Program**

Peace education is considered imperative to maintain peace and security in the society. Dhaliwal (2013) has explained why people should maintain a state where there are ways of beginning and preserving peace. Furthermore, Synott (2005) suggests that

enhancement of knowledge and recognition of peace education by educational authorities and policy-makers and the number of publications in the area specify that peace education is emerging as an educational model.

Educators at all ranks normally approve that the concept of peace education should be accurately imparted to the students (Finley, 2004). Many others appear to consider training for peace in the same context. Nevertheless, peace education demands more than just sharing information. It is a way through which we can integrate our expertise, learning environment, and teaching methodology in teaching higher education (Cromwell, 2019). As addressed by Finley (2004), B.Ed. (Hons) students should be taught the concept of peace education as they are the future teachers. They must be aware of the skills that they need to integrate into topics such as gender inequality and discrimination, conflict resolution, and citizenship education in their teaching. Evolving a peaceful environment is equally important at higher education levels and this can only be done through inculcating peace education concepts in the classroom. Kester (2017) further identifies some ways that will help to implement peace education concepts in B.Ed. (Hons) program. He suggests conducting workshops and seminars for future teachers.

A study conducted by Mishra (2011) suggests that amalgamation of peace education should be done throughout the courses of B.Ed. (Hons) program. He further states that this structuring would occur through the proper adoption of peace education as an overall goal and objective of B.Ed. program. In addition to that, the main objective of peace education should be included in preparing pre-service teachers. The focal aim behind this study is to develop a more comprehensive knowledge of peace education with the skills and theories linked with this type of education (Mishra, 2011).

One of the major benefits that this integration will have on teacher education is that the program would be able to acknowledge a large number of skills, theories, and topics associated with peace education. This will allow the entire course structure to achieve the common goals of peace education (Brantmeier, 2013). Mishra (2011) in his study suggests that an elective course could be included in the B.Ed. (Hons) program that will allow all pre-service teachers to take on personal projects, to completely explore the inner working of peace education, and work on areas where they believe they need to assemble their skills.

### **Integrating Peace Education in Higher Education**

The ideology of peace education is based on conceptual understanding, skills development moral values development. According to Ahmed (2018) amalgamation is the procedure of application and growth; hence, more concern needs to be given for action-based learning as it is one of the major needs for learners for the skills and values development. Therefore, integration of peace education will provide students an opportunity to share their ideas freely in the class (Harber, 2019).

Many professional development programs have provided guidelines and strategies for the teachers and the educationists to use them effectively in their classrooms. Peace education can be taught in the universities through the following ways: (a) Scenarios (b) Stories (c) Classroom conflicts/incidents (d) Videos related to peace and conflicts, and (e) Moral/values Dilemmas (Sampere, 2011). It is the responsibility of the university to provide an opportunity for teachers to develop their ability in a way that they have the related knowledge, and skills to integrate it into their lesson plans. Moreover, the teacher education program provides experience to students, such as, working on a project, lesson plans, action research, and preparing teaching tools that will help them to foster more peace culture in society (Rasool & Yousuf, 2014).

As mentioned earlier, Pakistan does not have a separate curriculum for peace education; hence, the concept of peace education can be included within the existing curriculum in two ways: implicitly and explicitly. Implicit means to integrate peace in the form of expression, while implementing values and trying to change the behavior of an individual for a peaceful society (Elias, 2013). On the other hand, explicit peace education means a direct way of implementing peace related topics to raise awareness among the students (Harris, 2004).

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### **Challenges of Integrating Peace Education Concept in B.Ed. (Hons) Program**

According to Mishra (2011), it is one of the requirements to integrate the concept of peace education at B.Ed. (Hons) program. The most difficult task for a teacher is to form a culture of peace and harmony in the environment. He was critical of the fact that in the curriculum of B.Ed. (Hons) program, there is only one-course 'philosophy of education' that addresses the way, a teacher should deal with challenges and issues, such as racism in the classroom. Mishra (2011) accuses the policy makers that teaching of peace education and relevant training is absent from the curriculum content. He also claims on the connection that is missing in relation to the course content and the umbrella term of peace education. Ahmed (2018) advises to bridge the gap between theory and practice of peace education. According to Zembylas and Bekerman (2017) one of the major challenges is the lack of interest from the side of political organizations. It is obvious from the education policy that hardly any work is done in the context to peace education, despite increasing emphasis given to peace education and its impact to change student's behavior (Salomon, 2011). Another challenge is the lack of authentic and comprehensive curriculum for peace education that can be used to suit the interest of the country (Salomon, 2011).

Pakistan is facing multiple challenges regarding peace education. One such challenge is a lack of coordination between three education systems that is, private, public, and madrasa system. For this reason, it is difficult to apply any common and specific model of peace education in all three education systems (Kester, 2017). Even though the national education policy acknowledges peace education, it has still not been implemented in formal education and madrasa education system (Rasool & Yousuf, 2014). Hence, it is difficult to persuade the teachers and administrators regarding the importance of peace education in the education system. Another challenge is the lack of evidence shown by teachers about their practical work in peace education, even though the concept of peace education is understood and implemented by them (Toh, 2004). However, they are not able to illustrate the evidence of their practical work in an organized and planned manner. Hence, these teachers need assistance in the development of an appropriate planner (Rasool & Yousuf, 2014).

In addition, parents are often hesitant to support their children to participate in peace education programs and activities (Hoti & Ahmed, 2016). Socialization starts at home and is further nurtured by the schools; however, there is no such implementation in the Pakistani context. Cromwell (2019) vouches for this stance and states that apart from the schools, home is the most important place where the concept of love and hatred is being developed in a child. He further argues that a cooperative environment, an initiative for conflict management, useful practice of argument and finally the development of resolution centered in the families and schools will help to improve a productive relationship that will eventually assist the child to live in a peaceful society (Zembylas & Bekerman, 2017). According to another study, lack of parental involvement is one of the major challenges faced for executing the peace education concept in schools (Zembylas & Bekerman, 2017).

### **Methodology**

To conduct this study, the qualitative research paradigm was selected as it emphasized words instead of numbers in the collection and data analysis (Creswell, 2013). Additionally, qualitative research also allowed the researcher to identify the conceptual understanding of the study in all situations, while also trying to understand occasions in terms of the meaning people gave to them.

For this proposed study, action research method was applied in the qualitative paradigm. Action research was selected as it allowed the researcher to plan, implement and observe the results, and then reflect on them. Coghlan (2019) confirms that in an action research study, the researcher observes the participants, gathers the data, and tries to bring change in their participants' practices. Moreover, the action research approach was been chosen to address research questions, as it allowed the researcher to detect the impact of teaching the peace education concept in B.Ed. (Hons) program.

Pre and post focus group interviews were conducted with B.Ed. (Hons) students and individual interviews from teacher were carried out to measure the credibility of the data. Data collection started with pre-focus group interviews of fourth-semester students of B.Ed. (Hons). Besides pre-focus group interviews, individual semi-structural interviews were conducted with the teachers of B.Ed. (Hons) program. Furthermore, the curriculum of B.Ed. (Hons) was also analysed through the checklist. Based on findings from the reconnaissance stage, that is, through pre-focus group interviews, semi-structured interviews, and document analysis, a 12 credit-hour course was developed on the concept of peace education, which was integrated in the Citizenship and Community Engagement course. This course was then taught to students along with some hands-on activities. After the implementation of the 12 credit- hour course, post-focus group interviews were conducted with the same group. Data were analysed from post-focus group interviews and further recommendations were provided as given in Figure 1.

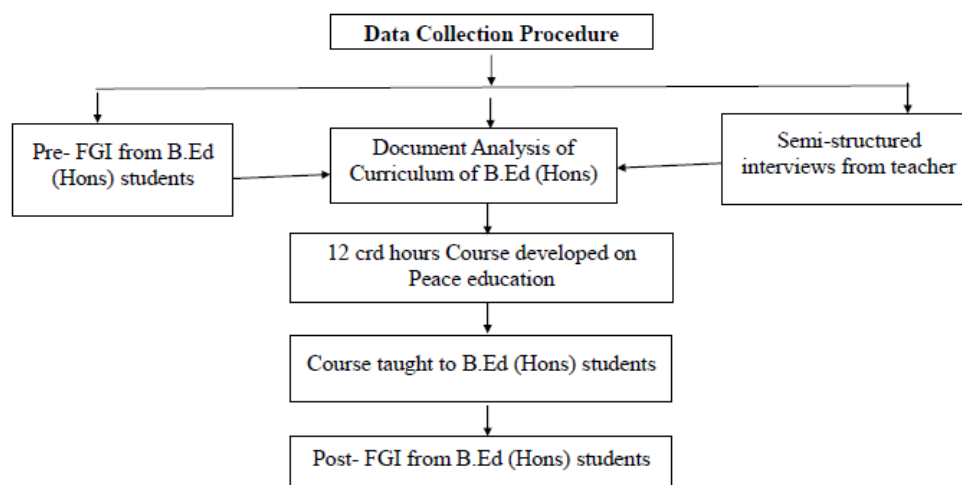


Figure 1. *Data Collection Procedure*

### Sample and Sampling Procedure

To conduct this research, purposive sampling method was preferred. To avoid the factor of extraneous variables, criteria for the selection of participants and the characteristics between all the participants remained the same (Etikan & Bala, 2017). Selection of the site had predetermined criteria which was accessible and credible to identify the university as per the research purpose. Moreover, B.Ed. (Hons) fourth semester students were the main research participants for this study as they had experience of teaching the learning process at this university over the past three semesters. Thirty B.Ed. students took part in this study. In addition, four teachers of B.Ed. (Hons) program were also selected as secondary participants.

### Findings

#### Change of Mindset

The data revealed that this intervention had brought some changes in the mind-set of the students. The way these students used to perceive peace education was quite different as they thought of it now. At first, they considered peace education to be one of the ways to overcome conflicts, but after the intervention, they considered peace education as a tool in changing one's attitude. As one of the students from the class said:

“Basically, peace education is a way to change the attitude of an individual.”

Another student categorized peace education as a source to bring acceptance in an individual and develop his or her inner peace. The student said:



“Through the peace education concept, acceptance can be developed in an individual. It also helps to develop inner peace, which is the best way to resolve all conflicts and to groom one’s personality”.

### **Peace Education Impact on B.Ed. (Hons) Student Life**

From the data, it is quite evident that during the intervention, teaching and implementing of peace education concept was involved. With the help of teaching peace education, students had identified that they needed to change their mind set. As one of the students stated that:

“We have learnt how to implement peace education, through which we can bring noticeable change in ourselves and groom our personality.”

### **Teacher as a Role Model for Students**

The data showed that peace education was very vital for the students of B.Ed. (Hons) program, as they were the future teachers. After studying this course, students believed that teachers acted as role models. The personality and behavior of teachers will later have a direct impact on their students. During the post-FGI, a student said:

“In the B.Ed. (Hons) program, we are educating the future teachers. If we want to change thinking of our future generations, it is very important to idealize ourselves for them, as teachers are the best role models for students. The attitude of a teacher will strongly influence the students. For example, if a teacher is aggressive and uses abusive language, the students will adopt the same attitude and behavior.”

Moreover, after the intervention, few students even felt that during the years of their schooling, they had experienced some of their teachers doing favoritism in their classes. Hence, they realized that if the topic of peace education had been practiced and implemented in those times, the students would not have suffered from favoritism and biases. As one of the students said:

“Teaching of peace education will help to develop inner peace and acceptance in an individual. This will help teachers to refrain from favoritism and biasness. They will also be able to maintain discipline among the students in their respective classes. This would be the best way to groom the personality of the students.”

### **Students of B.Ed. (Hons) Program as a Pillar for Education System**

From the post-FGI and intervention, it was evident that the students were the main pillar of education system. Without the support of students, education system of any nation cannot survive. One of the students commented:

“Basically, students are the pillar of a nation. If the teacher does not know how to strengthen the pillar, then the least can be expected from any education system. If we cannot impart the best teachings in our students, who are the ultimate teachers of the future generation, we cannot expect any positive outcomes from them in return.”

Students further stated that:

“These future teachers should be taught the concept of peace education, then only they will be able to bring about changes in the society.”

### **Develop Inner Peace**

As discussed earlier, peace education has many benefits. One of its major benefit is that it is a way through which a peaceful environment can be developed. This is possible only if there is inner peace in each individual of the society. As one of the students stated:

“Inner peace is one of the most important components of peace education. If all the citizens of the society have inner peace in them, they will be able to make the environment more peaceful. A good environment will have a positive effect on individual’s life. It is important that teachers should understand and have inner peace that can be beneficial for themselves as well as the students and the entire society they live in.”

### **Peace Education Taught as Separate Subject**

There is no evidence from the data analysis nor from my own experience that the concept of peace education is taught as a separate subject. Through intervention and experience, the students shared the need and demanded that the topic of peace education should be included in the curriculum of B.Ed. (Hons) program. One of the students stated:

“In the B.Ed. (Hons) program we don’t have a separate subject of peace education. During this course, we have learnt peace education in detail.”

Some of the students suggested that if it is difficult to teach this topic as a separate subject in this program, then the curriculum of schools should be redesigned so that this topic can be integrated in different subjects at school level. In this regard, one student voiced:

“The concept of peace education can be integrated while teaching different subjects in class. For example, social studies, mathematics or science etc. This will help students to develop a clear understanding of the subjects that are taught to them.”

### **Development of Values in Classroom**

From the data, it was evident that through the implementation of peace education, certain values are being developed in students. During teaching this topic, few students who were already in the teaching and learning process were able to apply the same concept of peace education in their schools, where they were teaching. As one of the students shared her experience:

“One day I saw a child using water wisely. I went to her class and shared this with other students and her class teacher. I appreciated her act by giving her one star. After few minutes, I again saw few students of her class using water in the same way. They were watching me while washing their hands and were waiting for me to appreciate them in the same manner.”

Through this example, it is very clear that if the teacher appreciates students and treats them positively, it will have a positive effect on them, and in return they will also reflect in the same manner and will learn to help and appreciate others around them.

### **Challenges Teachers Face During Implementation of Peace Concept**

#### **Time Constraint**

From the data it was discovered that one of the major challenges the teachers were facing while promoting peace education was time constraint. As one of the students said:

“Due to time constraint, our concerns and queries are not being timely answered by our teachers. They do not have extra time to deal and resolve issues raised by the students.”

The statement of this student indicates that they have a clear understanding of the concept of peace education. Sometimes, if they have queries that need to be discussed with their teachers to understand in a better way, the teachers were not available due to their work and personal commitments.

#### **Lack of Teaching Resources**

After the intervention, when post-FGIs were conducted, the students of B.Ed. (Hons) program stated that:

“Even if we want to apply these concepts in our schools, we don’t have access to relevant materials, which is one of the major requirements.”

### **Novice Teachers**

One of the biggest challenges that the school is facing to promote peace education is that the novice teachers are not well trained in this concept. Hence, they are not able to resolve any issues/conflicts that arise among students. A student reiterated:

“New teachers do not have professional background and skill-set of teaching. They would need quite some time to have practical experience through hands on practice.”

This shows that most of the schools have novice teachers. They are not experienced and lack training related to peace education. Therefore, it is very difficult for these teachers to cope up and perform the activities regarding this concept. Thus, this challenge needs to be overcome by keeping the teachers updated. They should be given professional development training on regular basis by including peace education in B.Ed. (Hons) curriculum.

Curriculum is the major source of guideline for any education system. It has proper aims and objectives mention for each of its topic; however, during the reconnaissance stage it was identified that the concept of peace education is eliminated from the curriculum. Moreover, during the Post-FGI, students of B.Ed. (Hons) were asked about the challenges for implementation of peace education. Many of them said that one of the major issues in its implementation is that the concept of peace education does not exist in the curriculum of B.Ed. (Hons) program. It is also not present in school curriculum. In this regard, a student reacted and shared:

“One of the main reasons why our education system does not have peace education is because this concept is not considered as part of our curriculum. In fact, I think curriculum is quite biased, we have many subjects and topics in our curriculum that are not important. The concept of peace education should be prioritized and included in the curriculum.”

### **Discussion**

From the findings it was clear that all three questions had been answered explicitly. To collect the data, a framework was designed which was successfully implemented through the process of data collection. Creswell's (2013) data collection model was used for data collection and data analysis. From the reconnaissance stage, rich data were discovered, which showed that many students as well as teachers did not have any background knowledge of peace education. In fact, some of the teachers even said that they were not even aware of the concept of peace education.

From the data, it was noted that peace education is not present anywhere in the curriculum. Literature also agrees with the data and shares reasons for not implementing in the curriculum. According to Salomon (2011), one of the major challenges is the lack of interest from the political organizations. There is hardly any work seen in the educational policies, despite increasing appreciation given to peace education and its impact on change in student's behavior. Another challenge is the lack of authentic and comprehensive curriculum for peace education that can be used to suit the interest of the country (Bajaj, 2019).

During the execution of first cycle, time management was the major problem faced by the researcher while teaching the content of peace education, which is verified by Kester (2017). Furthermore, during the initial teaching phase, it was noticed that these students did not have any background knowledge, which was one of the main reasons for consuming a lot of time. During the intervention, students were asked to write reflections on daily basis; however, lack of writing skills led students to face difficulty in writing their reflections. Reflective practice is another important component of teaching and learning process. Cromwell (2019) verified that reflective practice is one of the best ways to study one's own experiences that help an individual to improve the way they work. It also helps an individual to rectify their work and bring changes in it.

After the first and second intervention, post focus group interviews were conducted with the students. The findings of both interventions showed that there was an evident change in the mind-set of students as compared to post intervention. They thought peace as a way of resolving conflict; however, after the intervention stage, the students thought peace education was not just limited to resolving conflict, but it brings about changes in one's attitude and brings inner peace. Kester, (2017) believes that peace education includes a study of holistic concept of peace, understands the root cause of violence and peace, identifies the principles to educate the concept of peace, values and promotes human rights, attitudes and behaviors for living in a peaceful society.

In schools, teachers are the role models for the students; therefore, if we want to bring change in our future students, it is important to bring change in teachers first. Data also proves that some of the teachers do favoritism with the students. Hence, peace education will help teachers to change their behavior and develop an atmosphere free of bias. The research has shown that peace education develops various skills, attitudes and knowledge in the students as well as in the teachers (Bahera, 2013). Involvement of teachers in practice of peace education gives them a chance to reflect on his or her own values and beliefs. Thus, they achieve an opportunity to transform and modify their inner self; therefore, the teachers will have quite a positive impact on many students (Bahera, 2013).

From the data, it is apparent that the concept of peace education is not present anywhere in the curriculum. After learning the concept through the intervention, the students thought that peace education could be integrated in some core courses as well. Literature also supports this recommendation given by the students. As Cromwell (2019) stated, that peace education can be integrated in different subjects for the development of values among the students. Furthermore, it is assumed that if these topics are included throughout the courses, the students would be able to achieve a complete and comprehensive knowledge of all topics. Skills, language and pedagogy will be linked with peace education with a wider perspective of how these topics will help them in their future teaching and learning process (Kester, 2017).

During the intervention, it was noted that diversity was one of the major problems that arose for the acceptance of peace education concept in the society. Pakistan is a country with diverse culture and traditions; therefore, sometimes it becomes difficult to teach such topic as the acceptance varies from person to person. In this regards, Bajaj, (2019) states that Pakistan is a multi-cultural country with diverse culture, religion and tradition, thus it becomes difficult for individuals to understand peace education, whose major aim is to make people accept each other without any differences.

Curriculum in Pakistan is focused on providing the students with content knowledge, be it school curriculum or B.Ed. (Hons) curriculum. The existence of ethical values is missing in the curriculum. Hence, it is important to focus on all types of education contents. One of the constraints of peace education in Pakistan is the presence of three parallel education systems, which have limited or no interaction, that causes the failure of the peace educational model of 'one-size-fits-all' (Niyozov & Lalani, 2019). Even though national education policy acknowledges peace education, it has still not been implemented neither in formal education nor in madrassa education system (Harber, 2019). Hence, it is difficult to persuade teachers and administrators about the importance and implementation of peace education in education system.

Lack of teaching resources is another major problem which was identified by the students of B.Ed. (Hons) program. It was observed, that due to unavailability of teaching resources, teachers were not able to apply their teaching into practice. The prime responsibility of the teacher is to motivate students to become good human beings and to establish a non-conflict environment (Ahmed & Bukhari, 2019).

### **Conclusion and Recommendations**

In this study, peace education concept is integrated in B.Ed. (Hons) program by conducting an action research model. The study started with reconnaissance stage and further proceeded with two interventions that comprised of planning, implementing and

reflecting. Data were also collected through triangulation process with the help of pre and post focus group interviews, semi-structured interviews of teachers, curriculum analysis and reflections. Action research method helped the researcher to develop B.Ed. (Hons) students understanding and practice of peace education. The model developed by Creswell (2013) was used throughout the process of data collection and data analysis. Moreover, it was noticed that through the intervention, the change was observed in students' understanding and beliefs, before and after the intervention. This study also helped to identify the challenges a teacher faced while teaching the concept of peace education in B.Ed. (Hons) program.

It was also observed during the intervention, that the knowledge of peace education was very important for B.Ed. (Hons) students as they were being prepared to become future teachers. Therefore, it was important for them to understand the concept of peace education to teach their students in the future. Before the intervention, it was observed that both students and teachers did not have a clear understanding of the peace education; however, post intervention changed the students' opinions towards peace education. Students learnt that peace education is a way through which conflicts can be transformed and modified. They also learnt peace education as an approach to acquire knowledge, skills and change one's attitude. From this study, it was identified that B.Ed. (Hons) students did not have the writing skills to reflect; hence, it was recommended to make sure that the students practiced reflection writing on daily basis. In addition, it was also noticed that before the intervention, the students did not understand the ideology of inner peace. Later this concept was developed in student's personality, which was noticeable through their practice and change of opinion in post focus group interviews.

This study was conducted using action research method; however, if similar type of study is planned, different methods could be used, such as exploratory method to identify the perceptions of students studying at the university level. This method will further enhance the data and give a deeper understanding. Furthermore, for this study was conducted with students as the primary participants, but for similar research, teachers can be taken as primary participants. As teachers believes and perceptions on the topic of peace education are equally important. During the intervention, it was noticed that the students of B.Ed. (Hons) were not habitual of writing reflections. It is strongly recommended to introduce reflective writing in the university. As reflection helps an individual to critically think on their teaching practice.

For this study one university was taken as sample. Hence, it is recommended to include more than one university for future studies. This will allow researchers to get multiple perspectives on their research. In addition to this, the data were collected once, as it was almost end of the term. For future research, it is recommended that the data

should be collected at the start of the term and at the end of the term for holistic outcomes using action research. The data revealed that due to lack of training with regards to peace education, teachers were not prepared to teach such concepts in schools. Hence, it is recommended that students enrolled in B.Ed. (Hons) program should be trained to teach such concepts. Peace education is one of the most important components in B.Ed. (Hons) program. However, during the research it was identified that this concept does not exist in the curriculum. It is recommended to include the concept of peace education in the curriculum of B.Ed. (Hons) program, either as a separate subject or as part of the curriculum.

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