Revolutionizing Peace Education in Pakistan: Developing a Peace Education Course for Teacher Education Curriculum

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Abstract: Peace teachings foster a conducive environment for achieving sustainable peace. Applying the constructivist research paradigm, the researcher adopted a qualitative survey approach. The sample was consisted of a total of 10 faculty members from the 15 general public sector universities that were offering B.Ed. (Hons) Elementary 4-year program with the senior semesters, i.e., 7-8 in Pakistan through a simple random sampling technique. The data were collected by using a structured interview schedule, and narrative analysis was established by applying the suggested process by Cohen in 2018. It was concluded that no course of peace education exists in the teacher education curriculum. Therefore, it is recommended that the Higher Education Commission (HEC) of Pakistan review the curriculum and consider the proposed peace education course for the teacher education curriculum.

Key Words: Peace Education Course, Teacher Education Curriculum, Constructivist Research Paradigm, Faculty Members, Higher Education Commission

Introduction

Peace is the holistic approach of changing individual thoughts to live in a state of mutual respect and co-existence in a non-violent world, while peace education is the process of obtaining peace knowledge, values and skills to avoid conflict and violence and construct a favourable environment of peace. Deliberate efforts transform a culture of violence into a culture of peace (Castro & Galace, 2010). The development of a peaceful culture is possible through deliberate teaching efforts (Jamal, 2023; Jamal et al., 2024).

A conducive classroom environment is a prerequisite to enhance peace knowledge, values and peace skills to promote the culture of peace in the society (Carter, 2015). The educational institutions are the platforms that boost the culture of peace by cultivating peace-loving attitudes in future generations (Gervais, 2014). The curriculum is a pathway in promoting a peaceful culture by adopting proper teaching methodology (Walker & White, 2013, p. 30). Classroom teaching and learning practices, along with a supportive environment, are the basic elements for developing a culture of peace (Brookfield & Preskil, 2009).

The curriculum is a tool that plays a crucial role in the success of an educational program, and peace education also falls within this principle. A standardized curriculum is the soul of teaching and learning activities in the classroom. A well-organized curriculum facilitates the evaluation of students' learning outcomes (Reardon, 2012).

A supportive environment in the classroom is significant, and it can be promoted through a peace education curriculum. A supportive teaching-learning environment motivates students to engage in all learning activities, promoting a peaceful culture (Walker & White, 2013, p. 30). The proper management of the classroom fosters social interaction, allowing students to absorb the thoughts of their teachers and peers (Brookfield & Preskil, 2009).

In Pakistan, peace education has never gained such importance as it needs at any level of education, i.e., primary to tertiary level. There is no existence of separate course in the curriculum at any level of education. Some portion of the curriculum at different levels creates hate against the other sects living in Pakistan (Nayyar & Salim, 2013). The diversity in culture and mutual respect need to be addressed to develop peace and mutual harmony in society (Ahmad, 2007).

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There is no separate curriculum or course of peace education in the Pakistani educational system at any level of education. Peace education may be shaped with consideration of social and cultural needs. The next level involves determining the standard students' learning outcomes and teaching methodology (Salomon & Cairns, 2011). From school level to higher education, no course exists in the context of peace education or its thematic ingredients. Teachers' training programs and professional development courses have no evidence regarding peace education teaching and learning activities (Georgi & Seberich, 2014). Keeping in view the importance of peace education, the researcher was motivated to develop a peace education course, as it is expected to revolutionize peace education in Pakistan.

Objective of the Study

▸ To develop a peace education course for the teacher education curriculum at B.Ed. (Hons) Elementary 4 years in Pakistan.

Literature Review

Peace education positively shapes students' behaviours by transforming peace knowledge, inculcating peace values, and enhancing peace skills and competencies among students through deliberate classroom efforts (Khan, 2020). Through the transformative nature, the culture of peace can be promoted by classroom peace teaching and learning practices (Castro & Galace, 2010). Peace teachings are essential for fostering a peaceful culture and promoting sustainable development (Schultze-Kraft, 2022).

Peace education can be considered as a means to develop peace knowledge, inculcate peace values, and equip a person to resolve peace issues. It has been acknowledged as the pathway to developing a peaceful culture (Castro & Galace, 2010). Transforming peace knowledge, values and skills enhances the competencies to address peace issues, and it can increase the chances of mutual understanding and harmony (Mumtaz, 2019). Peace education needs to foster a culture of peace by promoting peaceful behaviours in society (Tanabe, 2014). Peace education, through its transformative nature, develops a culture of peace by transforming peace knowledge, values, and skills in the minds of students and shapes their behaviours positively (Castro & Galace, 2010). Peace education maintains and preserves peace in a society (Dhaliwal, 2013).

The teaching and learning process in the classroom should be interactive and collaborative to boost the peace education. A proper peace education curriculum is the pathway to develop peace knowledge, inculcate peace values and skilled youth with peace skills (Walker & White, 2013). The transformation of peace education is possible by developing a peace education curriculum, managing a supportive environment and adopting teaching methods that address the students' personal growth in handling peace issues (Lannert, 2013). Boulding, (2012) argues that the proper structure of a learning environment is significant, whereas Finley (2014) criticizes higher educational institutions for adopting authoritarian methods in teaching and learning. Social relations and dialogue are the key components of the classroom environment (Brookfield & Preskil, 2009).

Standardized curriculum is the soul of educational activities and helps in measuring the students' learning outcomes. A well-organized curriculum leads in achieving the learning targets and guides us to adopt the most suitable strategy in achieving the set students' learning outcomes (Reardon, 2012). The curriculum serves as a source that provides teachers with opportunities to instill peace in the classroom through peace teachings, ultimately transforming it into a legacy for future generations (Mumtaz, 2019). The formal curriculum, i.e., peace education courses and peace teachings can develop a culture of peace in the youth (Khalid, 2013). There is an urgent need to develop peace education content from primary to university levels of education (Amin et al., 2019; Khan, 2020; Hayat, 2019).

The Pakistani curriculum reflects that there is no course exists from the primary level of education to higher education (Nayyar & Salim, 2013). There are courses, i.e., Islamic Studies and Ethics, Social Studies, Pakistan Studies, Philosophy of Education, Educational Psychology, Foundation of Education, School, Community, and Teacher, Contemporary Trends and Issues in Education and Child Development in teacher education at B.Ed. (Hons) focused on the peace education themes, but there is no separate course on peace education (Jamal et al., 2023; Jamal et al.,

2025). Salomon & Cairns, (2011) also claimed that no separate peace education course exists at any level of education in Pakistan. The culture diversity in Pakistan demands to develop a separate course at all levels of education, i.e., primary to higher education. The teaching methodology and learning targets are not clear (Ahmad, 2007). Georgi and Seberich (2014) confirmed that in the Pakistani curriculum, peace education or its related themes are significantly less. The students are not taught peace education by pursuing any proper framework. Neither a separate peace education course exists, nor are teachers trained in their professional training sessions regarding peace education. Pakistan needs to develop a peace education course keeping in view the social needs, national aspirations and educational philosophy (Salomon & Cairns, 2011).

Research Methodology

The researcher focused on developing a peace education course for the teacher education curriculum. The constructivist research paradigm was used by applying a survey approach. The population of the study were all faculty members from 15 public sector universities which were offering B.Ed. (Hons) Elementary 4-year program with senior semester, i.e., 7-8 in Pakistan. The sample of 10 faculty members were drawn through a simple random sampling technique. A structured interview schedule was used as a research instrument for data collection. The researcher conducted structured interviews of 10 faculty members who were teaching senior semester students, i.e., 7-8 at B.Ed. (Hons) Elementary 4 years using a survey approach, intending to consider their experience and in-depth information regarding teacher education curriculum. Narrative analysis was established by considering the suggested process by Cohen in 2018. It was concluded that there is no separate peace education course available in the teacher education curriculum at B.Ed. (Hons) Elementary 4 years in Pakistan. Therefore, it is recommended that the Higher Education Commission (HEC) of Pakistan review the teacher education curriculum at B.Ed. (Hons) Elementary 4 years in Pakistan and introduce a peace education course.

Structured Face-to-Face Interviews and Discussion

The structured face-to-face interviews of the 10 faculty members were conducted to get their opinions on the development of the proposed peace education course for the teacher education curriculum at B.Ed. (Hons) Elementary 4 years in Pakistan. The structured face-to-face interviews consisted of only two open-ended statements, and the faculty members' responses were elaborated subsequently.

Interviewer

In your view, which units do you think to be included in the proposed peace education course for the teacher education curriculum at B.Ed. (Hons) Elementary 4 years in Pakistan?

Faculty Members 1-3

Peace education is one of the complex phenomena, and peace is a need of every society according to their socio-cultural perspectives. Every society develops its national curriculum according to its national aspirations and educational philosophy. There are so many important topics to be included in the peace education course, i.e., concept of peace, peace education, peace phenomenon, peace education and students learning, peace education aims, religious belief regarding peace education, challenges and problems of peace education implementing in society and teacher education curriculum.

Faculty Members 4-7

In the classroom situation, peace education practices are crucial to develop the values of honesty, truthfulness and trustworthiness. The classroom practices of peace education may focus on promoting the values of peace through peace education content. In order to develop a comprehensive course of peace education for teacher education curriculum, many units may be included, i.e., peace education aims, dimensions of peace education, peace education from the perspective of religions and issues of peace education in Pakistani society.

Faculty Members 8-10

The curriculum sets a direction for society, and through the teaching and learning process in the classroom, efforts are made to move in that direction. In the context of the development of a peace education course, some important units may be included, i.e., peace education history and need, peace education need in the 21st century, peace education importance or teacher education, peace issues in Pakistani society, peace education dimensions and challenges in implementing peace education.

Interviewer

In your opinion, how much duration will you recommend being assigned to each unit during the teaching and learning process?

Faculty Members 1-5

The proper timing may be given to teach peace education in the classroom situation. For each unit maximum of two weeks is proper for the teaching and learning process.

Faculty Members 6-10

The allocation of appropriate timing for the teaching and learning process determines the success of learning. Generally, in the teacher education curriculum, a week is considered enough time, but it also depends on the content that exists in the specific unit. Therefore, a week to two weeks is proper timing to teach and learn a unit comprehensively.

Developing a Peace Education Course for Teacher Education Curriculum

The proposed course of peace education for the teacher education curriculum was developed in light of Castro and Galace's model of peace education, as presented at the Centre for Peace Education, Miriam College, Quezon City, Philippines, in 2010 by Navarro-Castro and Nario-Galace. The faculty members were interviewed, and the peace education course was developed based on their opinions and shown in the form of tables, distributed unit-wise and week-wise as follows:

Table 1

Peace Education Course Unit-Wise

Unit Titles	Unit Topics	Students Learning Outcomes
1. Concept of Peace and Peace Education	i. Concepts of Peace ii. Peacebuilding and Peace Education iii. Classroom Teaching-Learning Practices and Peace Education iv. Peace Education Themes	a. Discuss basic concepts of peace b. Discuss Peace education role in institutions c. Discuss Peace Education importance for the classroom teaching-learning practices d. Discuss key themes of peace education, i.e., human dignity, women's role in peace, tolerance, violence challenges and environmental issues
2. Peace Education and its Aims	i. Peace Knowledge	a. Concept of Peace b. Conflict Causes and Solutions c. Violence Causes d. Human Rights e. Democratic Values f. Justice in Society
	ii. Peace Values	a. Self-Respect b. Respect others c. Gender Equality d. Non-Violence e. Tolerance f. Justice

Unit Titles	Unit Topics	Students Learning Outcomes	
	iii.Peace Skills	a.	Social Responsibility
		b.	Critical Thinking
		c.	Conflict Resolution
		d.	Decision Making
		e.	Communication Skills
		f.	Empathy
		g.	Group Building
3. Peace Education Phenomenon	i.Inner Peace	a.	Discuss Inner Peace and its importance
	ii.Social Peace	b.	Discuss Social Peace
	iii.Peace with Nature	c.	Discuss Peace with nature
4. Peace Education and Students Learning	i.Supporting learning environment	a.	Highlight friendly-learning environment
	ii.National Integrity	b.	Link National integrity, harmony, and ideology regarding peace education
	iii.Cooperative learning		
	iv.Co-curricular activities	c.	Cooperative learning, tolerating others and promoting peace
		d.	Conduct co-curricular activities
5. Dimensions of Peace Education	i.Peace-building	a.	Discuss strategies for peace-building
	ii.Peace-making	b.	Discuss ways of peace-making
	iii.Peace-keeping	c.	Discuss strategies for peace-keeping
	iv.Conflict resolution	d.	Approaches to conflict resolution
6. Religious beliefs toward Peace Education	i.Islam on Peace Education	a.	Islamic beliefs on peace
	ii.Christianity on Peace Education	b.	Christianity beliefs on peace
	iii.Judaism on Peace Education	c.	Judaism's belief in peace
	iv.Buddhism on Peace Education	d.	Buddhism's belief in peace
	v.Hinduism on Peace Education	e.	Hinduism's beliefs on peace
7. Challenges for Peace Education	i.Priorities and coordination issues between government and stakeholders	a.	Strategies for promoting coordination
		b.	Highlight the curriculum importance
	ii.No proper curriculum	c.	Highlight political involvement importance
	iii.Less Political determination	d.	Research on peace education
	iv.Limited research in peace education		

Unit-1: Concept of Peace and Peace Education

Students Learning Outcomes

By the end of Unit 1, Student Teachers will be able to:

▶ Define peace and peace education.

▶ Discuss peace education's role in developing peace in educational institutions.

▶ Highlight the importance of peace education for classroom teaching-learning practices.

▶ Discuss key themes of peace education. i.e., human dignity, women's role in peace, tolerance, violence challenges, and environmental issues.

Table 2

Unit-1 Week-Wise Distribution

Week #	Topics/Themes
1	i.Concept of Peace ii. Concept of Peace Education iii.Peace Education's Role in developing peace in educational institutions
2	i. Importance of Peace Education for Classroom teaching-learning Practices ii. Key themes of peace education. i.e., human dignity, women's role in developing peace, tolerance, violence challenges, and environmental issues

Unit-2: Peace Education and its Aims

Students Learning Outcomes

By the end of Unit 1, Student Teachers will be able to:

▸ Discuss Peace Knowledge-related concepts i.e., the concept of peace, conflict causes and solutions, violence causes, human rights, democratic values, and justice in society.

▸ Peace Values concept. i.e., self-respect, respect for others, gender equality, nonviolence, tolerance, justice, and social responsibility.

▸ Peace Skills i.e., critical thinking, conflict resolution, and decision-making.

Table 3

Unit-2 Week-Wise Distribution

Week #	Topics/Themes
3	Peace Knowledge
	▸ Reflection of peace
	▸ Violence causes
	▸ Human rights
	▸ Democratic values
	▸ Justice in society
4	Peace Values
	▸ Self-respect
	▸ Respect for others
	▸ Gender equality
	▸ Non-violence
	▸ Tolerance
	▸ Justice
	▸ Social responsibility
5	Peace Skills
	▸ Reflection of peace
	▸ Critical thinking
	▸ Conflict resolution
	▸ Decision making
	▸ Communication skills
	▸ Empathy
	▸ Group building

Unit-3: Peace Education Phenomenon

Students Learning Outcomes

After the completion of Unit 3, Student Teachers will be able to:

▸ Discuss the peace phenomenon, inner peace, and its importance.

▸ Highlight social peace and its importance.

▸ Discuss the peace phenomenon, peace with nature.

Table 4

Unit-3 Week-Wise Distribution

Week #	Topics/Themes
6	Peace Education Phenomenon
	▸ Inner peace
	▸ Social peace
	▸ Peace with nature

Unit-4: Peace Education and Student Learning
Students Learning Outcomes

By the end of Unit 4, Student Teachers will be able to:

▶ Concentrate on a supportive/friendly learning environment for peace education.
▶ Link the national integrity, harmony, and ideology regarding peace education.
▶ Discuss cooperative learning, tolerating others, and promoting peace.
▶ Conduct co-curricular activities.

Table 5
Unit-4 Week-Wise Distribution

Week #	Topics/Themes
7	Peace Education and Students' Learning
	▶ Supporting Learning Environment for Peace Education
	▶ Link national integrity, harmony, and ideology to peace education
8	▶ Cooperative learning, tolerance to others and promoting peace
	▶ Co-curricular activities

Unit-5: Dimensions of Peace Education
Students Learning Outcomes

At the end of Unit 5, Student Teachers will be able to:

▶ Understand the strategies for peace-building.
▶ Discuss the ways of peace-making.
▶ Highlight the strategies for peace-keeping.
▶ Discuss the approaches to conflict resolution.

Table 6
Unit-5 Week-Wise Distribution

Week #	Topics/Themes
9	Dimensions of Peace Education
	▶ Peace-building
	▶ Peace-making
10	▶ Peace-keeping
	▶ Conflict resolutions

Unit-6: Religious Beliefs Toward Peace Education
Students Learning Outcomes

After completion of Unit 6, Student Teachers will be able to:

▶ Understanding Islam's beliefs toward peace education.
▶ Concentrate on the Christian beliefs toward peace education.
▶ Discuss the Judaism beliefs toward peace education.
▶ Highlight the Buddhist and Hinduism beliefs toward peace education.

Table 7
Unit-5 Week-Wise Distribution

Week #	Topics/Themes
11	Religious Beliefs Toward Peace Education
	▶ Islamic beliefs toward peace education
12	▶ Christianity beliefs toward peace education
13	▶ Judaism toward peace education
14	▶ Buddhism toward peace education
	▶ Hinduism toward peace education

Unit-7: Challenges for Peace Education
Students Learning Outcomes
By the end of Unit 7, Student Teachers will be able to:

▸ Discuss the priorities and coordination issues between government and stakeholders to promote peace.
▸ Highlight the curriculum's importance for the promotion of peace education.
▸ Focus on political involvement to promote peace education.
▸ Highlight and suggest the research projects related to peace education.

Table 8

Unit-7 Week-Wise Distribution

Week #	Topics/Themes
15	Challenges for Peace Education
	▸ Strategies for promoting coordination between government and stakeholders for the promotion of peace education
	▸ Curriculum importance for the promotion of peace education
16	▸ Political involvement in promoting peace education
	▸ Highlight and suggest research fields and topics related to peace education

Discussion

The teachings of peace education are the need of society for sustainable peace (Castro & Galace, 2010). The findings reflect that there is no separate course of peace education in the teacher education curriculum in Pakistan (Jamal, 2023). It is a surprising fact that there is no mechanism or framework available for teaching peace in the classroom situation (Jamal et al., 2024). The National Education Policy (2009) identified the content provisions and implementation gaps regarding peace education in the teacher education curriculum. Bashir et al., (2022) pointed out that peace education content in the curriculum of teacher education received no preference in the educational policies of Pakistan. The lack of interest at the national level is the main challenge to introducing a course or curriculum of peace education in teacher education programs at any level (Salomon, 2011). The teachers are also not trained to teach peace curriculum as well no teaching resources are available (Ahmed & Bukhari, 2019). It is a need of the time to introduce a peace education course at the national level in the teacher education program and at every level of education (Bajaj, 2019).

The literature also agrees that a comprehensive peace education curriculum is the pathway to promote peace knowledge, develop peace values and skilled youth to handle peace issues by using peace skills (Walker & White, 2013). Through a peace education curriculum, a supportive environment for a peaceful culture in society may be promoted by enabling future generations to handle peace issues (Lannert, 2013). The curriculum reflects that there is no peace education course available in the teacher education curriculum in Pakistan (Nayyar & Salim, 2013). Jamal et al., (2023) and Jamal et al., (2025) pointed out that B.Ed. (Hons) curriculum focused on some peace education themes, but there is no systematic sequence or structure that exists among them. Pakistan is a multi-cultural country, and its cultural diversity can help to develop a comprehensive peace education at all levels of education, including teacher education (Salomon & Cairns, 2011).

Conclusions and Recommendations

It was concluded that in the teacher education curriculum that there is no separate course of peace education is available in Pakistan. The teacher educators were involved only in delivering the content with no systematic framework regarding peace education, and they also revealed that they have not received any training regarding peace education or its related themes. Therefore, it is recommended that the Higher Education Commission (HEC) of Pakistan review the curriculum and consider the current proposed course of peace education for B.Ed. (Hons) Elementary curriculum. Furthermore, the Higher Education Commission (HEC) of Pakistan may involve all stakeholders, i.e., curriculum experts, teacher educators, prospective teachers and educational managers, while introducing a new curriculum of peace education or a peace education course for the teacher education curriculum.

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