

Promotion of Peace Education in Social Studies: A Thematic Qualitative StudyUm E Rubab¹, Muhammad Imran Yousuf², Farah Rahman³, Nazia Parveen⁴**Original Article**

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Abstract

Peace education helps teachers, students, and other stakeholders to deal with and interact with one another to build a favorable environment for a peaceful society. Social studies provide the acquisition of knowledge, skills, attitudes, and harmony and provide a natural environment so that everyone can live in peace. The nominal group technique was used to describe the curriculum expert's ideas regarding peace themes in the social studies. Ten experts were invited to participate in the study. This research design was organized under the NGT stages of silent idea generation: round-robin sharing of ideas: group discussion: voting and ranking. This study shows that social studies is important regarding various peace themes i.e. human rights, social development, economic development, global citizenship education, and environmental education. Teachers should take part in active curriculum committees to foster their professional competencies for social studies and play an important part in advising and decision-making roles.

Keywords: Peace Education, Social Studies, Global Citizenship, Curriculum Committees, Professional Competency

Introduction

Education is the process of teaching students to cultivate faith, knowledge, and ability, as well as to deal with others, interact with one another, and socialize in the context of the natural environment. Elementary level education is a very important need in the direction of advancing people's point of view, cultivating their behavior for future preparation of the individual in practical life. The social studies curriculum integrates the skills and knowledge for responsible citizen contribution at the national & international levels. The teaching and learning procedures of social studies are exclusively planned to develop these capacities, beginning with the students in our schools.

Social studies is to support young generation to make democratic, multicultural and decision making citizens in society. In this concentration, social studies encourage civic engagement of knowledge and develop a comprehensive understanding of citizenship. It fosters compassion and teaches learners the importance of geography, political ideas, cultural diversity,

and historical events.

It is significant for teachers to implement different teaching approaches along with several learning domains that are considered in teaching and learning as an effective process. Learning domains help achieve educational objectives. Outdoor education is also considered to increase students' motivation and excitement for learning, foster a more laid-back learning environment, and allow students to progress at their own pace and on their terms, all of which are thought to result in more effective learning (Gilbertson et al., 2022).

Peace education is a valuable component of pre-service teacher preparation programs because it helps to develop teachers' positive attitudes, increase their awareness of human rights, increase their level of self-awareness, educate them, and encourage their sense of inclusiveness and justice (Aghulor & Iwegbu, 2010).

According to Kester (2017), Pakistan has faced many challenges such as terrorism, extremism, targeted killings, violence, conflicts and many other social issues over the past few decades. As a result, it has a devastating effect on all walks of life, including educational institutions. This horrible atmosphere produced intolerance in the society. Education is the only way for learners to change their attitude toward peace. Resolving of all social evils that are influencing society's perspective and peaceful behavior both are possible through peace education (Bhatti, 2016; Morton, 2007).

Qadri (2010), highlighted that education enables an individual to use his knowledge, skills, attitude, and competencies in all kinds of difficult conditions. Therefore, peace education is very necessary to get free from all kinds of difficult situations that are found in society. Peace is a specific phenomenon in the world in which conflicts, aggression, and fighting are not noticed in considerable manners. Peace encourages advancements by educating students about humans kinds. Economic development plays a very important role to create a healthy and safer world (Aghulor & Wegbu, 2010).

Ajala (2003), expressed that peace education comprises values, competencies, behaviors, a way of life, aspiration, and violence, the faithful principle of freedom, fairness, and harmony, tolerance between people and groups and individuals. It can be divided into three categories: achievement of skills, understanding of problems, and attitude formation (Nisa & Parveen, 2019). According to Velez (2021) peace education influences all the principles, values, and attitudes of the learners that can develop a good environment for humanity.

Peace has an enormous impact on education and can help to promote the quality of teaching. It helps the generation to promote their practices and develop an attitude towards peace for humanity. It stops the extension of conflict and creates an environment for a peaceful world. Peace-related activities help to resolve conflicts and promote harmony and morals, equality, freedoms, and trust and it gained worldwide attention (Yilmaz, 2018).

According to Edikpa (2006), education for peace changes the behavior of students and individuals to live in a culture of peace. Peace education teaches individuals rights and responsibilities and understands the nature of personal conflicts, as well as the causes of national and international war. Reardon (2002) identified peace education as a developmental step towards

promoting a culture of peace in individual attitudes and changing their views.

The process of teaching peace is adopted with a fair understanding, where people can live in peace and harmony. Through it, minds can be changed by teaching knowledge, values, and skills to shape people's behavior. And this change in society is very important for strengthening. The basis for avoiding the violence that affects cultures in society is a structural analysis of non-violent alternatives to peace that should be considered to handle conflicts. For the promotion of peace, it is necessary to adopt the teaching of peace so that their problems and disputes can be resolved without violence (Kwon, Walker & Kristjánsson, 2018).

Dean (2013) examined conflicts of violence found in Pakistan and almost every Pakistani has a victim of some form of direct or indirect violent conflict. Dean claimed that education is seen as an agent to change people's mindset towards social mobility. Pakistan is now regarded as the best illustration of a peaceful nation. Class, economy, politics, ideology, religion, language, area, caste, and color are used to categorize its culture. The next age group especially children, are affected by this form of disturbance. They understand this society through their relations, schooling, and social media, such media, and other cultural agencies and products are the best source for understanding the culture (Bar-Tal & Rosen, 2009).

Worldwide organizations are probing for fresh approaches to preparing the young generation and societies to overcome upcoming difficulties including refugee, environmental, worldwide poverty, equality issues, transnational teamwork, and inclusive citizenship in the time of globalization (UNESCO, 2015). Individuals can better comprehend their identity through global citizenship, which promotes freedom, equality, and participation. This encourages global critical thinking and made social transformation mandatory (Davidson & Liu, 2020).

Ahmed (2018) expresses that formal public school textbooks and textbooks in Pakistan are not favorable to inculcating a real sense of peace and tolerance in students, and the skill of critical thinking cannot be developed without knowing the real reason for the elimination of terrorism and violence in the country, so the teaching of peace must be taught properly.

Objectives of the Study

Objectives of the study were:

1. To integrate peace education themes into the social studies curriculum.
2. To generalize the experts' understanding regarding peace education.

Conceptual Framework of the Study**Human Rights Education**

Information regarding human rights, equality, harmony, tolerance related education from the panel of experts is an important element regarding this perspective.

Economic Development Education

Import and export goods of Pakistan, the welfare of human beings, the economy of the country, trade, and the evolution of money including regarding this theme.

Social Development Education

Social studies including, medical facilities money, economic affairs political parties, democratic system are the main features of social welfare.

Global Citizenship Education

Expert's understanding explores the knowledge of rights and responsibilities, diversity, tolerance, peace, conflict management, and international development regarding global citizenship education. knowledge, skills values, and incentive are important to work to make peace themes more effective in society.

Environmental Education

Face-to-face interaction of the panel explores the knowledge about awareness, sensitivity, physical, organic, social, financial, traditional, and natural atmosphere.

Communication Skills Education

Good communication skills among students, parents, and colleagues are the most important features regarding peace education in an effective classroom.

Teachers should not only focus on the development of knowledge about these described peace contents but also reflect peace knowledge in real life.

Research Method

A qualitative research design was applied in which Peace themes identified in social studies. In this study, multiple peace themes of human rights education, democracy, social and economic development, global citizenship education, non-violent education, and communication skills-related education were generated and detailed discussions regarding themes were described from this perspective. A nominal group technique was applied to obtain the status of peace themes in social studies. NGT is a particular practice, which can be used with a small number of participants to obtain a consensus regarding particular features. This technique carried out various steps to describe the status of peace themes. These steps are Silent idea generation,

round-robin sharing of ideas, group discussion, voting, and ranking. This technique provides a structured method of collecting information from the participants with face-to-face interaction (Macphail, 2001). Ten curriculum experts were invited to participate in small group discussions as they were involved in the curriculum development process. Experts expressed their understanding of the status of peace themes in social studies. Experts focused that the teachers must connect all learners in a precise, authentic teaching process of students-focused learning situation to foster the understanding of peace education themes in social studies.

The following steps were used to describe the NGT procedure:

Step 1: Silent Idea Generation

At the first stage of idea generation within the curriculum experts were involved to generate their ideas about peace content regarding learning domains in the social studies curriculum. After deliberation following themes were generated from social studies of human rights, social and economic development, global citizenship, environmental education, non-violence, conflict resolution, democracy, and communication skills.

Step 2: Round Robin Sharing of Ideas

During this stage, curriculum experts were invited to share their thought regarding peace themes from the curriculum. At this stage, all participants have an equal contribution to share their information in the panel discussion. Experts were given equal opportunities to generate new ideas from other shares.

Step 3: Group Discussion

In this stage, participants verbally tell their information as they understand the curriculum. This stage provided the opportunity to clear the ideas of all participants through the discussion process. In the curriculum, experts discussed social studies to increase students' knowledge, practices, and expertise about active and knowledgeable global people. The teachers have to promote social skills and knowledge of the economic system which is interconnected with the global economy. It is necessary for teachers to develop their awareness of human rights and to enhance their knowledge of geographical information about environmental education. All participants need to avoid criticism and judgment from others sharing information. It is an important stage to clear the ideas of participants sharing information.

Step 4: Voting and Ranking

The participants were asked to rank the information of each identified peace theme as mentioned: i.e. Human rights, Social development, Economic development, global citizenship, and Environmental education. Experts considered of following themes more valuable in the curriculum of social studies. This is the stage to obtain the worth of peace education themes in social studies. These peace themes were presented in ranking (R) and coding (C) terms.

Ranking	Coding
1.	HR (Human Rights)
2	SD (Social Development)
3	ED (Economic Development)
4	GCE (Global Citizenship Education)
5	EE (Environmental Education)

Results

The results show that Social studies develop students' understanding, skills, and expertise to be active and knowledgeable global people. It organizes their skills to play their role in society as responsible and creative citizens.

Thematic Qualitative Analysis of Peace Themes

Theme One: Experts' Understanding of Human Rights Education From Social Studies

Curriculum experts who had participated in panel discussions shared their understanding of human rights in the social studies curriculum. Experts' understanding of human rights education kept more important to resolve societal issues and is necessary to promote peace in society. Ideas of the curriculum experts participating in the research are as follows: According to experts' views,

Human rights are fundamental rights of citizens they need it for every person so that everyone can regard the rights of others. Basic rights are based on shared characteristics i.e. dignity, fairness, love, care, and respect for other people adopting safety measures. According to experts, this is the most important theme in the social studies curriculum regarding the rights and responsibilities of the person as a citizen to live in society peacefully. (R1, C1)

Most participants' ideas revealed that human rights are a societal issue treated separately in the social studies curriculum. Human rights education as an educational concern is seen as an independent body of knowledge that needs to be taught on its own. Human rights education is a procedure through which people acquire about their integrity and the rights of others, within a context of sharing and cooperating learning.

The majority of experts' perceptions depict that human rights bring the understanding of rights for others, and also communicate the skills required to promote, protect and put on human rights in daily life. It nurtures the attitudes and behaviors desired to support human rights for all members of society. Knowledge, skills, and attitude are more important to achieve the educational goals. Skills development and attitude formation other than knowledge getting more consideration regarding human rights is necessary to promote peace education in society.

A few expert's ideas reveals that in Pakistan there is no special content on human rights education. Textbooks do not interact with social problems directly, these mostly describe truth, justice, and kindness. Students should learn about human rights violations committed in the country. They must have to develop social awareness with the capacity for critical thoughts and judgment. Social studies has less focus on human rights as compared to Islamic Studies where the themes of human rights are more emphasized directly or indirectly.

Educators need supportive leaders to develop professionals in the school. Teachers can receive support from school administrators by being permitted and encouraged to participate in human rights education-related professional development. By doing this, school administrators will help teachers establish stronger teaching strategies and learning environments in their classrooms that are respectful of human rights. They will also help teachers become stronger practitioners. Social studies teachers are encouraged and challenged to participate in continuous adult learning emphasizing human rights education, there is a higher chance that they will feel accountable for promoting environments for human rights education.

Theme Two: Experts Understanding of Social Development Education From Social Studies

Curriculum experts who had participated in the panel discussion shared their understanding of social development in the social studies curriculum. Experts' understanding of social development kept more important for the development of society and is necessary to promote peace in society. Ideas of the curriculum experts participating in the research are as follows: According to experts' views

Social studies directly deal with the social development of every person. It improves the comfort of every person living in humanity so that they can meet their desires. The development of society is directly related to the welfare of every citizen. It deals with various means of communication, the culture of Pakistan, goods & services, precaution from natural disasters, and improving the health system. The government system including the constitutions of Pakistan, the formation of political parties, democracy system are all features that play an important role in the social development of citizens. (R2, C2)

Most participants' ideas reveal that social development is the most important element for community socialization. Social services i.e. living, food, goods & services, precaution from natural disasters, mobilization, career development, medical facilities, and national & international development are necessary to promote peace in society. Social development is more important for improving the welfare of all separate in society so they can grasp their full perspective. The achievement of society is related to the welfare of all citizens. Government should more consideration on this social development in the society

According to the situation of Pakistan, our economic system play an important role in reducing poverty, and national & international trading is necessary to promote a peaceful environment in the society. Reducing poverty is an economic development method that capitalizes on our people. The government needs to search out ways to mature our most appreciated resources and our people.

It is essential to share accountability with public establishments, businesses, institutions, and municipalities in the task of cultivating welfare and averting and reducing poverty. Critical thinking and learning abilities among the students in social studies are the best source to promote skills and attitude formation for peace in society.

Few participants describe their views regarding this theme they said the improvement of people's quality of life, equitable resource distribution, widespread involvement in decision-making, and special measures that will help marginalized communities and groups integrate into society are all elements of social development. Social development requires the collective growth of the entire entity. The collective efforts of individuals, governments, non-governmental organizations (NGOs), worldwide organizations like the UNDP, and World Bank, (UNICEF), and community developers can be used to achieve strategic goals and social engagements.

Social Improvement gives models and approaches that can be utilized to mediate essentially and expertly in assisting individuals with decreasing poverty, increasing social and economic creativity, solving local area clashes, and cultivating youth advancement and social incorporation. Social development is to develop the social and material welfare of all individuals and societies to attain the highest potential level of human progress.

Theme Three: Experts Understanding of Economic Development Education From Social Studies

Curriculum experts who had participated in the panel discussion shared their understanding of economic development in the social studies curriculum. Experts' understanding of economic development kept more important for the development of society and is necessary to promote peace in society. The views of the curriculum experts participating in the research are as follows: According to the expert's views

Experts discuss the characteristics of economic development that are found in social studies curricula as they are needed for the welfare of human beings. Social studies deals with economic development including economics & the economy of the country's goods and services, trade evolution of money including import and export goods of Pakistan, bank and their role. The economy of Pakistan is directly related and meets to fulfill the personal needs of the people. (R3, C3)

Most participants' ideas describe that economic development is the most important element in the social studies curriculum and for the development of peace in society. Economic development is the procedure to improve the economic and political development of a nation's social welfare. It is the formation of wealth from which public welfare is perceived and improving the prosperity and superiority of life for all inhabitants. Economic development is an intensive exertion on the part of the accountable leading body in a city or county to affect the way of private sector investment toward chances that can lead to continued economic development.

Sustained economic development can give satisfactory incomes for manpower, money-making business prospects for employers, and tax revenues for upholding the organization to provide this sustained development. Government should more focus on economic development to fulfill the needs of the individuals. According to experts on attitude formation and skill development would be valuable despite the knowledge of the citizens.

The process of money producing for a community growing economy and civilizing everyone's wealth and improving individuals living style. Economic progress might mean different things to different individuals.

Theme Four: Experts Understanding of Global Citizenship Education From Social Studies

Curriculum experts who had participated in the panel discussion shared their understanding of global citizenship education in the social studies curriculum. Experts had tried to focus on this theme because global citizenship kept more important for the development of society and is necessary to promote peace in society. The views of the curriculum experts participating in the research are as follows: According to the expert's views

Experts discussed the importance of citizens' rights and responsibilities, variety, patience, and peace & conflict management these are necessary for the national and international development of the citizens. Social studies also deal with the concept of politeness, care, respect for others, and helping behavior for others these are all the peace concepts that are necessary for the development of the citizens. (R4, C4)

The majority of experts' ideas tell us about the responsibilities of citizens are most important for promoting peace in society. It is the process of core learning, which goals to communicate the understanding, skills, competencies, and behavior that are essential to support in endorsing tolerance, justice, and peace in the world. It stresses political, financial, social, and traditional interdependence, along with the link between national and international development.

It is essential to decrease poverty & disparity and develop health facilities. Social responsibility is one of the most significant steps for strong societies particularly in the elected system. It supports democratic collaboration that is created the getting of equality and justice, a variety of standards for the whole community. It promotes the value of the life of the public through political and non-political procedures emerging of knowledge, skills, values, and incentives to work to make a difference in society.

Four experts said that instructors should use preservative, physiological, logical, and tentative methodologies while teaching about global disagreement. Teaching about conflict, teacher presentations, and student attainments should be part of the curriculum. Global citizenship education is a main subject in our civilizations not only to help the citizens to ensure the future generations but also to prepare and shape peaceful and inclusive societies. Few experts thought that current wars are difficult to understand for primary grade level students, so content related to this perspective do not suitable to include in the curriculum of social studies at this level.

Teachers should teach learners how to assess issues of global conflict and war from a multidimensional view that is suitable for their level concerning historical, financial aspects, political and social aspects of Social Studies.

Theme Five: Experts Understanding of Environmental Education From Social Studies

Curriculum experts who had participated in the panel discussion shared their understanding of environmental education in the social studies curriculum. Expert ideas about environmental education kept more important for the development of society and are necessary to promote peace in society. The views of the curriculum experts participating in the research are as follows: According to the expert's views

Social studies deal with the important component of environmental education. Expert's views about this theme explore the description of awareness & sensitivity, attitude, skills, and participation in environmental issues that are needed for society. Knowledge of this component is provided important information to meet the challenges of environmental issues including water, trees, energy, electricity, food, and other challenges. These are all the important issues they consider in social studies. (R5, C5)

The environment is the physical, organic, social, financial, traditional, and natural atmosphere in which individuals and other living things keep up with their connections and communicate with one another all through their lives. The majority of the expert's thoughts describe that environmental education is the most important theme in social studies for promoting peace in society. it promotes inspiration of the individuals and devotion to work individually and towards solutions to problems.

It is apparent as a course of teaching as the inculcation of understanding, skills, and required values competencies of the students to produce essential awareness on the situation required for quality encompassing. It is a procedure that permits individuals to discover environmental issues, involve in investigating, and react to better the environment. Appropriately individuals improve a deeper awareness of environmental pollution and have the skills to make knowledgeable and accountable decisions.

Environmental education improves consciousness, concern, and knowledge of the environment and acquires to use this comprehension to preserve, conserve and utilize the environment in a maintainable manner for the advantage of the present and future generations.

Expert consideration required more consideration on attitude formation and skill development of the society.

A few experts said that this is the responsibility of the teachers to build up needed competencies for contributing to a democratic civilization. Expert views focused to learn about the democratic form of government, including how choices are made at the municipal, provincial, and national levels, as well as the rights and obligations that come with being a citizen.

This is necessary for the teachers to gain knowledge of economic functions including the globalized economy, economic interests, geographical understanding, and knowledge about weather and climate. The teachers have to involve all learners in a challenging, real-world learning environment that is student-centered and promotes social competence in our multiracial, national, and international societies.

Conclusions

The subject of social studies is essential for promoting national and international development. It guides the learners to engage them in a variety of learning activities that focus on the achievement of different skills with the application of knowledge of progressive learning experience. Peace education is the most common way of getting values, information, perspectives, abilities, and ways of behaving to live as one with oneself, others, and the natural environment. It helps and informs the students about multiple issues at national and international levels. Social studies is an important role in the promotion of education about various elements i.e. human rights, social development, economic development, global citizenship education, and environmental education. All these peace-promoting themes play an important role in society. Human rights education has a rich and existing role within current national social studies education. It is a fundamental area of review that can empower youngsters to grasp common freedoms standards, apply those standards to day-to-day existence, and incite informed activity to safeguard and advance self-possession and equity. Social studies help to develop self-motivation of the learners from an early age involvements such as group and partner play working supportively, and working individually and socially. Socio-economic development is to develop the social and material welfare of all individuals and societies to attain the highest potential level of human progress. It needs the incorporation of economic and social development. Environmental education plays an important role in our society that's why more themes and material related to this education incorporate into the social studies curriculum. Learned students are being developed to foster environmental education in the country, while it is the requirement to encourage learners and endorse the course of study in the country. On the contrary, Teachers should teach learners how to assess issues of global conflict and war from a multidimensional view that is suitable for their level concerning historical, financial aspects, political and social aspects of Social studies. Therefore, they should ensure that students promote essential skills at the entrance and understand several sources of information regarding international issues. Experts are encouraged teachers to build upon prior knowledge about several peace themes and promote active participation of the students in the classroom. Teachers should not only focus on the development of knowledge but also reflect on their changing behavior in real life. It is necessary to provide a forum on the impact of globalization and how people impact the world and how the world impacts them.

Discussion

Peace education is the method of attaining the values, the knowledge, and evolving the attitudes, skills, and performance to live in society peacefully with oneself, with others, and with the environment. It is referred to as education for human rights, socio-economic development, global citizenship education, and related to environmental education. Education for human rights is a procedure of acquiring integrity and the rights of others, sharing, and cooperating in learning. Lapayese (2002), states human rights education is a continuing procedure in which people of all societies learn respect for the self-esteem of others and the means and procedures of certifying respect in all societies. Socio-economic development is to maintain the social and material well-being of the nation and its people to achieve a higher level of possibility of social well-being. According to (Davis, 2004), social and economic development make more impartial and comprehensive of well-being and quality of life, adjustment in societies in their norms and traditions for all persons of society. Environmental education is to promote a positive change in behavior towards the environment, grasp responsibility and play an active part in the solution of societal issues for every individual. This situation can be stated as the environment of human beings that covers all existing and existing elements associated with persons in environmental relations. Social studies and environmental education have taken responsibility for the active participation of the persons for the future, awareness of their responsibilities, and development of solutions to the problems that can be challenged by everyone. (Carson, 2019), states that social studies support the rights of citizens of all societies in the obligation and development of people's living style, improvement of quality of life, and active social participation regarding individuals' duties and responsibilities citizens. Global citizenship education is a method of civic education that engages students' dynamic involvement in projects that speak about international issues of a social, political, financial, or ecological term. According to (Marshall, 2009), Children are essential to achieve an international view and obtain the needed knowledge, abilities, and skills to resolve global issues. According to (Hina, Ajmal, Rahman, & Jumani, 2011), textbooks of social studies in Pakistan do not completely emphasize citizenship education. There is less attention is given to different elements of citizenship education. The contents of the book did not represent national objectives such as communicating knowledge about several characteristics of socio-economic activities at the national level and the role played by Pakistanis in the improvement of their society.

Recommendations

- It is recommended to teachers discuss human rights-related issues in classrooms and engaged children in interactive work to build their interest and help them to understand their duties as civilians the society.
- Teachers must participate in regular professional training, higher education, proficient associations, community affairs, reading, study, and travel to foster their professional competency in social studies education.
- Teachers should take part in active curriculum committees for social studies that have both advising and decision-making roles.
- It is proposed to curriculum developers to develop legislation, policies, and programs supporting traditional livelihoods be created with the full and active involvement of indigenous peoples.
- A curriculum review should be enriched to improve social studies instruction by including more environmental topics.
- It is suggested that curriculum designers include educating people to stop violent extremism, Language instruction, and the promotion of the rule of law through global citizenship education.

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