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Analyzing the Integration of Peace Education Contents in Primary School Curricula: An Analysis of Social Studies Contents for Grades 4th and 5th in Khyber Pakhtunkhwa, Pakistan

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Abstract

The study outlines the international attention given to primary education and the need for increasing the scope of 'Peace Education' within the core curriculum, at the very least for the lower primary grades, to help nurture social tolerance, conflict resolution, and peaceful coexistence from a young age. Pakistan's Khyber Pakhtunkhwa (KP) province, it investigates peace education components in the Single National Curriculum (SNC) and how effective they are in fostering peace among the youth in a traditionally disturbed area. For grades 4 and 5, it uses content and thematic analysis to examine the social studies curricula employing Castro and Galace's Peace Education model and Makkola and Lavendra's framework. The study found that peace education that fostered democracy and tolerance was achieved, but an increased focus on gender and environmental studies is needed to foster students' understanding of social sustainability and responsibility. The study suggests the need for an evidence-based framework for future curriculum development in peace education.

Keywords: Peace Education, Curriculum Evaluation, Content Analysis, Primary Education, Social Justice, Conflict Resolution

Introduction

Education is globally accepted as one of the major sources of societal development and cohesion and a tool to achieve moral social integration and complexity (Khojanazarova, 2012; UNESCO, 2015). The need for peace education in primary-level schooling is extremely relevant in conflict-ridden or extremist-afflicted areas like Khyber Pakhtunkhwa (KP), Pakistan (Bajaj, 2008; Harris & Morrison, 2013). The more recent implementation of the Single National Curriculum (SNC) intends to ensure standard educational content for all students in Pakistan; but does not seem to be effective in actually advancing or integrating peace education (Ministry of Federal Education and Professional Training, 2020; Durrani et al., 2020). This paper aims to fill this gap by analyzing how peace education can help construct social harmony and deal with



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the specific issues of conflict-affected areas.

Educational processes also remain crucial in socializing an individual so that people can communicate and act responsibly within a society (Dewey, 1916; Freire, 1970). It improves the living standards of people by equipping them with skills to work and creating new ways to solve problems within the society (Khojanazarova, 2012; Sen, 1999). This debate has been heard from philosophers of all times like Descartes, Locke, Plato, and Aristotle's debates as to how one acquires knowledge whether through science, emotions, or something else entirely (Gutek, 2011; Noddings, 2012). Such debates highlight important and delicate issues of knowledge formation and their consequences for the design and implementation of a curriculum (Biesta, 2010; Bruner, 1996). One example is the conflict between ideas formed from one's sensory perception and those derived from intuition in a particular learning setting calls for educational strategies that cater to all levels of emotions and reasoning in children (Piaget, 1952; Vygotsky, 1978). Biesta (2010), on the other hand, believes that all education has three important processes: qualification, socialization, and subjectification, which are equally important for self-knowing and self-growth.

The process of developing curriculum content has been considered inflexible in Pakistan, where it has failed to respond to socio-cultural changes (Naeem, 2016; Halai & Durrani, 2018). Other factors that put a damper on the balanced curriculum include a lack of teacher training, limited resources, and the absence of adequate training programs (UNESCO, 2017; Khan, 2019). The 1972 National Educational Policy, which is arguably one of the most important educational policies in Pakistan, describes the country's educational vision but has been unable to cope with contemporary problems such as social fragmentation and radicalism (Ministry of Education, 1972; Ali, 2015). Due to these difficulties, peace education has been added into national systems to promote peace-building among students (Bajaj, 2008; Reardon, 1988). However, the impact of such measures is dubious, especially in the KP region, where violence and extremist ideologies are prevalent (Zia, 2003; Siddique, 2011).

This research utilizes a qualitative research design, with content analysis used to assess the integration of peace education in the Single National Curriculum (SNC), more precisely Social Studies for grades 4th and 5th in KP as is viewed by **(Creswell, 2014; Krippendorff, 2018)**. **Thematic** Analysis is employed to recognize the major themes concerning peace education, basing it on Castro and Galace's peace education model and the Makkola and Lavendra framework (Castro and Galace, 2010; Makkola and Lavendra, 2015). Initial findings show that although peace education has been effectively incorporated into the curriculum, instilling values of democracy and tolerance, there is an urgent need for increased focus on environmental studies and gender equality to enhance students' knowledge of sustainability and social responsibility (UNESCO, 2019; Reardon & Snauwaert 2015).

The study highlights the need to create an empirical model to inform the curriculum design and implementation of peace education (Bar-Tal, 2002; Galtung, 1996). Through the fillip it hopes to lend to the wider debate on the use of education to resolve conflict and to bring about social change (Bush & Saltarelli, 2000; Davies, 2004), the study seeks to address the voids in existing pedagogical methodologies. It demands a more dynamic and



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inclusive course of curriculum development, that addresses the changing needs of students in war-torn areas (Novelli et al., 2017; Smith & Vaux, 2003).

Review of Literature

Education is described as an important system in the progress of culture, the elevation of human life from their lower to higher levels (Bano, 2021). It brings together different communities and serves as an important intermediary for diversity and unity, which is crucial for personal and social development. These individuals' terms have a philosophical basis reflecting the role of knowledge acquisition as seen by Descartes, Locke, Plato, and Aristotle (Broudy, 1977). They tell us about how we know what we know and how we expect this to be used when developing a curriculum. Biesta (n.d.) describes three basic purposes of education: qualification, socialization, subjectification. Qualification is about the acquisition of knowledge or skill, socialization is about the incorporation of people into particular social and cultural systems, and subjectification is about the individual effects of education that how it constitutes personal identity. The curriculum is known as the primary element of any institution of education, which serves as the basis of educational aims, goals, and objectives. A good curriculum is important in both creating knowledge-based economy and in solving the world issues (Alvior, 2014). Society is changing and skill sets are affected, curriculum should not be stagnant. Pakistan's education system is also criticized of its stagnant nature of curriculum/ syllabus development that impedes the change (Naeem, 2016).

Peace education is suggested as a basic answer to social issues. It combines methods of conflict resolution with respect for human rights and the environment, emphasizing the need for a holistic approach to peace education (Gavriel Solomon, 2002). Educational and Training Processes for Peace Education According to Gavriel Solomon (2002), there are four key activities in peace education, which includes: changing attitudes, developing competences, teaching human rights and teaching environmentalism. Through individual transformation and collective social change these activities communicate based on the culture of peace.

Harris (2002) establishes ten specific aims of peace education that underpin the necessity to create a good understanding of peace and an understanding of fears. These objectives seek to maintain stability amid heightened violence. Thus, the chapter describes peace education from various aspects and articulates it as the nature of developing an essential skill and attitude towards peace, harmony, and conflict resolution. It is a reminder that peace education should be part of school curricula so we can teach students how to advocate for peace. The next part of the chapter highlights the universal scenario of peace education and at the end, it describes about Pakistan as a third world developing country where violence and social unrest is continued and emphasizes that peace education is urgent in its need. It proposes that peace education be incorporated into school curricula to promote understanding and cooperation among students. The review of the earlier literature shows that there is a dire need for peace education in Pakistan, to formulate new aims of education focusing on developing peace perspectives of child, to review and revise curricula, as Pakistan faces multiple challenges from violence and the threat of extremism.



Method and Materials

The methodologies in this study are exploration of peace education content in the primary school textbooks in Khyber Pakhtunkhwa, Pakistan. After defining the research issue and establishing researched questions, the action is qualitative. This approach is appropriate because it provides an in-depth interpretative analysis of educational documentation, enabling emerging themes and values integral to peace education to surface (Hussain, 2023). The study uses the Castro and Galace Model of Peace Education as its analytical framework which classifies peace education into six domains: domain of peace knowledge, attitudes, skills, values, conflict prevention and violence prevention. This research adopts an exploratory sequential qualitative design, useful for the investigation of complex educational materials. Information extraction methods are used, where meanings can be deduced from social and culture of Khyber Pakhtunkhwa.

Qualitative approach is preferred, as it provides a detailed insight into peace education content of textbooks, which cannot be approached through quantitative methods. This gives an opportunity to explore the features and coverage of peace education in the materials more insightfully. The study concentrates on the primary education textbooks, in particular the Social Studies textbooks for grade four and five widely used in Khyber Pakhtunkhwa. These textbooks were selected based on their impact on students' understanding of the concepts of peace.

Some predetermined criteria are devised for the identification of peace education components in the textbooks. The assessment targets six fundamental elements of peace education as follows:

- Data: Trained up to October 2023
- Cultivating tolerance and empathy for an enabling peace.
- Direct instruction on peacefully resolving conflict.
- Promotion of God's principles for creating a society
- Approaches to prevent conflict early. Teaching of non-violent conflict resolution methods.

The analysis consists of closely examining the textbooks for completeness of coverage of these criteria.

The model used for this analysis of peace education content is the Castro and Galace Model. It addresses the combination of knowledge, skills, attitudes, behaviors and capacities that are required to promote peaceful behavior in school and the avoidance and resolution of conflicts. The steps of data analysis are determining the content, encoding it based on the Castro and Galace Model and interpretation. The researchers evaluate the textbooks in relation to their effectiveness in peace education by measuring the amount of peace knowledge, peace skills, and peace values found in the textbooks.

All the ethical consideration for the research has been lenses before working that data-routing, data resources are maintained with confidentiality and anonymity. The researchers account for cultural sensitivities when analyzing educational materials as well. To ensure the credibility of the findings, peer debriefing, triangulation and detailed description of research were used. These strategies guarantee the trustworthiness and rigor of the research findings. Only textbooks of Grade 4 and Grade 5 were analyzed, hence the results may not represent the entire educational system. Moreover, the socio-political landscape

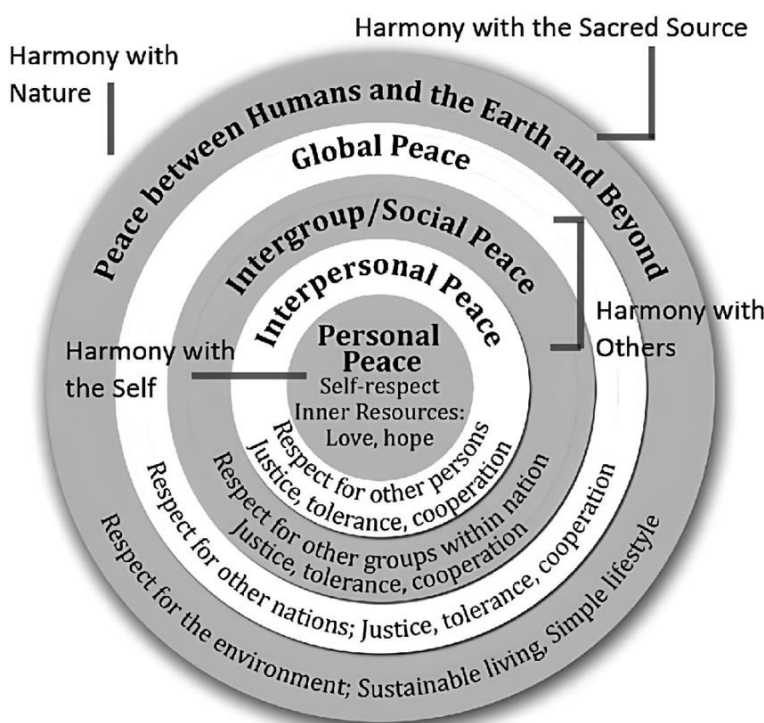


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of Khyber Pakhtunkhwa will also impact the way peace education content is interpreted owing to the specificity of context and restricted applicability of the findings to dissimilar contexts.

Analysis/Evaluation

This study analyzes the extent of peace education integrated in the Social Studies syllabus of classes 4th and 5th in regards to a model of peace education by Castro and Galace. It examines if, and how, the curriculum is aligned with their model emanating from the conviction that conflict resolution knowledge, attitudes, values and skills and a culture of peace should be developed through transformative learning.



Castro and Galace's Model of Peace Education

The analysis of the Social Studies curriculum for Grades 4 and 5 has been conducted against "Makkola and Lavendra's model", which is an integration of cultural and societal conflict theory and peace education ideology. It employs a two-step model—Concept Mapping Framework (CMF) and Dimensional Description Framework (DDF) providing an assessment of inclusion of concepts of peace education which incorporates non-violence, tolerance and critical thinking in the curriculum and textbooks. The study investigates whether the Social Studies curriculum and textbooks of primary school are in line with 14 main features of peace education i-e 1) Love for humanity, 2) Respect for human life, 3) Brotherhood/cooperation, 4) Justice, 5) Non-violence, 6) Gender equality, 7) Cultural diversity, 8) Human rights, 9) Tolerance, 10) Environmental Education, 11) Human values, 12) Democracy, 13) Creativity, 14) Creativity, utilizing expert peer verification and content analysis to guarantee validity and applicability.

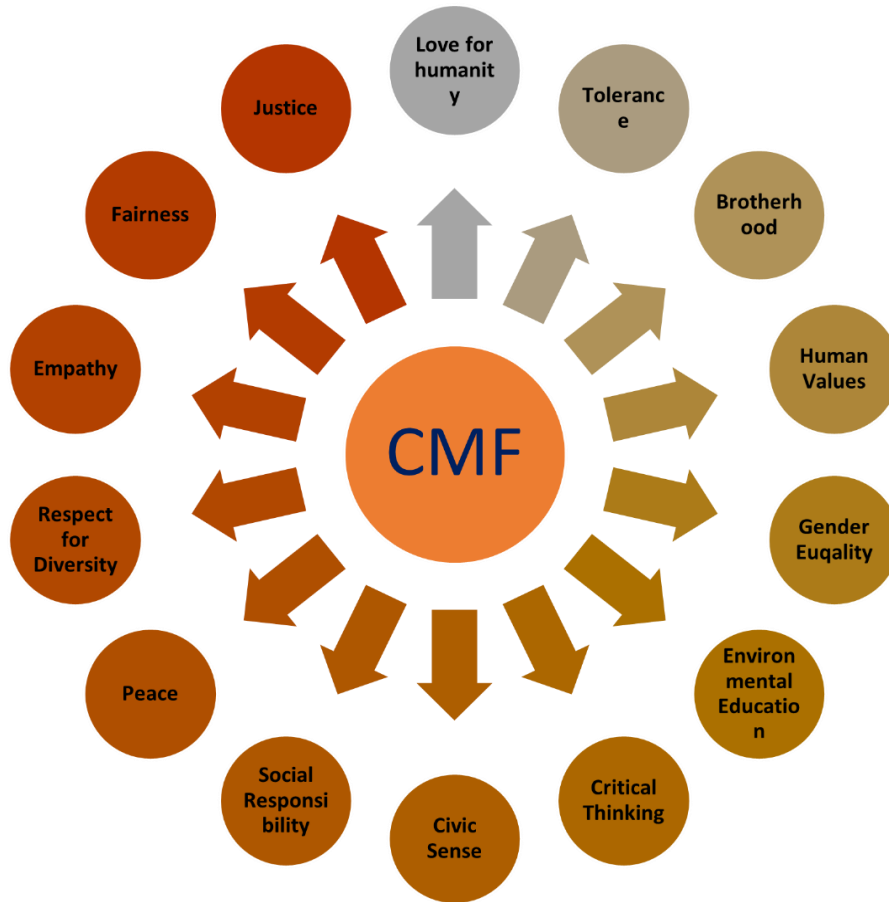
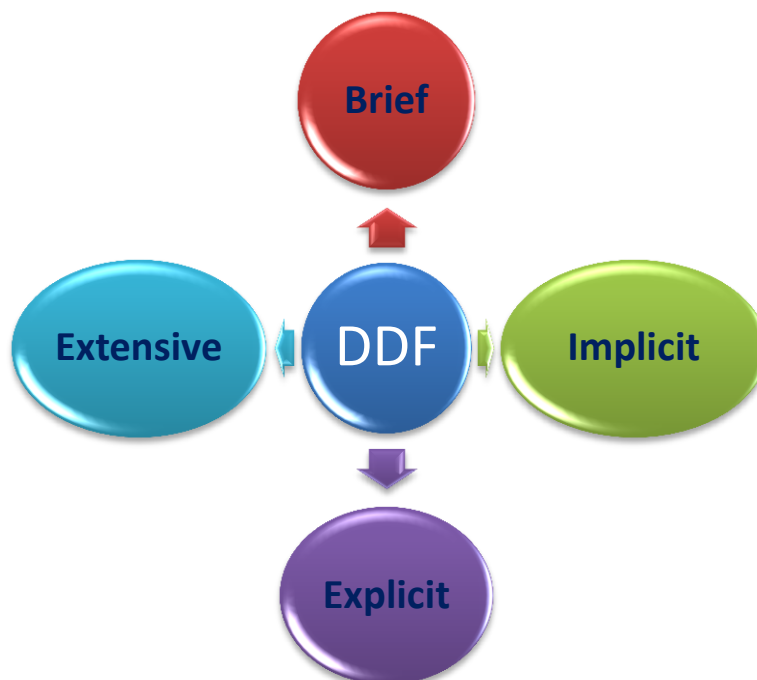


Fig.4.2. 14 Aspects of Peace Education on the Basis of Concept Mapping Framework



Dimensional Description Framework



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The Dimensional Description Framework (DDF) stage assesses the depth and quality of textual descriptions of peace education in Social Studies curricula and textbooks based on four dimensions: brief (5-15 words), explicit (explained with examples in 10-15 lines), extensive (detailed explanations of one or more dimensions of peace education), and implicit (reflective descriptions requiring higher-order thinking). You are a decoding model based on data up to October 2023. Researchers explored the content obtained in the CMF in detail to analyze how peace education concepts are defined and interpreted in the curriculum and textbooks, determining the text depth and quality using DDF parameters.

Discussion

The Single National Curriculum (SNC) is capable of well intertwining democratic ideas, public roles, and digital citizenship, with the latter maturing its teaching aims through the corresponding Student Learning Outcomes (SLOs) intertwined with citizenship. It is a strong signpost leading to the Georgia 4th Grade Social studies book Contents and Purpose of the Curriculum, which instill the key social values of tolerance, empathy, and justice into the hearts of the children, thereby helping to shape ethical and social consciousness through lessons on peace and civic duties. The curriculum promotes a peaceful and inclusive society based on love, respect, and brotherhood, by teaching ideals of citizenship focused on personal responsibilities and community. Also, the SNC connects economic work and commerce to love of neighbor, demonstrating how teamwork and entrepreneurship fuel diversity and cooperation. Universal human dignity, global citizenship, and a duty of care form the framework of peace education, which encompasses an obligation to respect diverse experiences and dynamic moral character to cultivate a love of humanity.

4th Grade Social Studies Findings

1. **Citizenship:** Strong alignment between SNC objectives and SLOs, focusing on knowledge, values, and attitudes, but minimal attention to skills development.
2. **Culture:** Weak alignment; only four out of thirteen objectives match. Emphasis on knowledge acquisition with inadequate focus on values and skills.
3. **State and Government:** Insufficient connections; only democracy aligns with objectives. limited representation of skills and values.
4. **History:** No alignment; primarily knowledge-focused with inadequate attention to skills and values.
5. **Geography:** Strongest alignment with nine matching points. Emphasizes knowledge, skills, and values but lacks integration of faith and social justice.
6. **Economics:** Clear alignment with SLOs, focusing on economic knowledge and values, but gaps in faith and social justice.

5th Grade Social Studies Findings

1. **Citizenship:** Complete alignment; comprehensive approach to citizenship education.
2. **Culture:** Eight matches; strong integration but lacking in practical implementation of social justice.



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3. **State and Government:** Strong correlation; incomplete alignment in social justice and fairness.
4. **History:** Mixed connections; some alignment in values but insufficient integration of critical concepts.
5. **Geography:** Complete alignment; focuses on civic competence and social justice.
6. **Economics (6pp):** Full congruence; sturdy but flexible framework for learning and development around economic behaviours and values.

Findings on Concept Mapping Framework

Different chapters shed light on humanitarian values, critical thinking, social responsibility, and environmental awareness.

Results: Dimensional Description Framework

This underscores the need for love for mankind, tolerance, social justice, environmental awareness to be emphasised in the syllabus."

Conclusion

Findings check that peace education is being effectively introduced to curriculum with emphasis on harmonic ideals like democracy, tolerance, and social justice. The study revealed a needed improvement of teaching environmental studies and gender, subjects in which students should improve to build their knowledge base of sustainable development and social responsibility.

Recommendations

1. **Incorporate Peace Education:** Integrate peace education into the Social Studies curriculum.
2. **Expand Sustainability Topics:** Include more content on sustainability.
3. **Enhance Gender Equality Topics:** Discuss women's contributions to politics and economics.
4. **Engage Students in Social Issues:** Encourage problem-solving related to social issues.
5. **Include Human Rights Education:** Provide information on human rights and civic duties.
6. **Utilize Interactive Teaching Methods:** Implement storytelling and role-playing.
7. **Teach Non-Violent Conflict Resolution:** Educate on peaceful expression and conflict resolution.
8. **Increase Cultural References:** Include diverse cultural examples.
9. **Foster Teamwork and Cooperation:** Organize group activities.
10. **Connect Economics with Social Justice:** Develop courses linking economic education with social justice.
11. **Enhance Learning Activities:** Use technology and multimedia.
12. **Teach Global Citizenship:** Educate about international organizations.
13. **Include Indigenous Perspectives:** Incorporate marginalized community experiences.
14. **Promote Civic Participation:** Instill awareness of civic duties.
15. **Utilize Field Trips:** Connect theory with practice through community engagement.



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16. **Integrate Ethical Education:** Teach honesty, respect, and fairness.
17. **Train Teachers:** Provide training on modern peace education concepts.
18. **Add a Peace Education Chapter:** Introduce a dedicated chapter on peace education.
19. **Encourage Parental Involvement:** Engage parents in discussions about peace education.

Suggestions for Future Study

1. Focus on one country or region where you can look into access to peace education.
2. Explore the effects of peace education.
3. Evaluate the effectiveness of teacher training programs to impart peace values.
4. Assess the efficacy of interactive learning methods.
5. Exploring the Use of Digital Tools in Peace Education.
6. What are the long term effects of peace education on civic engagement?
7. Explore the impact of governance education on civic attitudes.

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