

# **Integrating Peace Education in Pre-Service Teachers Training Programs: Views from Teacher Educators and Prospective Teachers in Pakistan**

**Sufi Amin<sup>1</sup>, Nabi Bux Jumani<sup>2</sup> and Samina Malik<sup>3</sup>**

*Faculty of Education, International Islamic University Islamabad, Pakistan*

*<sup>1</sup>sufiamin777@yahoo.com; <sup>2</sup>nb.jumani@iiu.edu.pk; <sup>3</sup>samina.malik@iiu.edu.pk*

*Received: 6 March 2019*

*Accepted: 24 June 2019*

*Published: 30 June 2019*

## **ABSTRACT**

*Peace education is one of the emerging developments of the 21<sup>st</sup> century in teacher education all over the world. The objective of the study is to investigate the views of teacher educators and prospective teachers regarding peace education in teacher education in Pakistan. The research design employed in this study is quantitative survey research. The population of the present study comprised all teacher educators as well as prospective teachers of five universities in Islamabad, Pakistan. Sample of the study consisted of 280 teacher educators and prospective teachers. Simple random sampling technique was used in the selection of the sample. The questionnaire was used as research instrument. The validity of the research instrument was ensured with the help of experts. Following recommendations from the experts, the research instrument was modified. The reliability of the instrument was assessed. The researchers distributed 280 questionnaires and 255 questionnaires were received. The data were analyzed with the help of SPSS (Version, 20). A modern Statistical method expressed in percentage, frequency and Mean Score was used for data analysis and interpretation. It was concluded that peace education develops positive thinking among teachers, develops knowledge of human rights, develops the quality of self-awareness among teachers, promotes justice and compassion among teachers, as well as endorses justice in society.*

**Keywords:** *Integrating skills; peace education; pre-service teachers training programs*



This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

## **INTRODUCTION**

Education is a development which can potentially change the personality of a person. Education is able to inculcate different skills and abilities in a person through which he/she solves any problems through knowledge and promotes peace in the world. Essentially, the main role of education is to promote peace as well as improve the attitudes of the students or learners. Thus, peace education develops skills amongst students and empowers them to solve world problems and conflicts. According to Harris (2010) peace education develops and promotes abilities such as cooperation, conflict resolving, hearing as well as problem-solving. Peace education is a process which develops skills among people, develops attitudes and knowledge, as well as their basic skills. The main purpose of these skills is to create a safe as well as peaceful world for living (Harris & Morrison, 2003). On other hand, the philosophy of peace education teaches people about kindness, peaceful co-existence, affection, sympathy, as well as respect among people from all walks of life (Harris & Morrison, 2003). Thus, the main aim of peace education is to root out violence among members of a society by educating them through reasoning and promoting alternative knowledge on peace education to reduce violence in society (Harris, 2008). It pursues to improve the existing situations towards a more comprehensive peace education with global responsibility (Reardon, 1988). We can say that the simple and clear connotation of peace education is to educate people about peace. However, a few questions come to mind about peace, such as “What is peace?” and “how do we achieve peace?” According to Diamond and McDonald (1996), teaching/investigation/education is only one of the nine ways which is essential for positive peace-building.

Therefore, the central perception here is to create as well as deliver information regarding problems of disharmony and violence, peace-building and better determination. Therefore, it is a decisive activity as its key purpose is to attain some specific short term and long-term objectives connected to harmony as well as civil disobedience at each and every stage beginning from interactive to social, as well as world-wide. Thus, Peace teachers must identify the instant hazardous circumstances in the universe and make social awareness the enduring arrangement to support the foundation of non-violent existence, which is helpful for the renovation of social principles to endorse peacefulness (Harris & Morrison, 2003). The

teachings of conflict resolution as well as teaching of peace education are both inter-related. But, they can be dissimilar at some point, while both of them contain numerous altered self-restraints. As much as it is philosophical and dissimilar in terms of struggle and determination, peace education is principally about the comprehension of the supremacy of non-aggression as well as a requirement to endorse societal modification (Harris, 2008).

It is a process in which the thoughts, views, skills, capacities and abilities of a person developed, and peace education helps develop the sense of peace in society and how members of society can live together with a mind of peace. Peace education is also called peaceable problem-solving method. It is also taught to individuals that with the help of this method, conflicts and violence can be solved (Polat, 2015). Peace education is a base and it is used for educational understanding to work for peace and promote peace in a society (Wulf, 1999), peace education as a process which taught students how to develop respect, sympathy, citizenship, and human rights in their skills as well as in their attitudes. Therefore, peace education is considered a problem-solving method to solve battles as well as uncertainty in the society (Sağkal, 2011). The key purpose of peace education is to solve conflicts without any violence through alternative ways and build harmony in the society (Reardon, 2002). In peace education process, teachers and learners are considered change agents, as peace education also teaches them that how to contribute in society peacefully, as well as provide solutions to problems in those situations where problems exist in the shape of violence. Peace education also provides them the mechanism for problem solving without any violence to improve quality of human life all over the world (Salomon, 2002).

Peace education needs a peaceful pedagogy. The contents of such pedagogy must be based on critical thinking, citizenship, human rights, moral values and cooperative learning (Harris, 2008). Peace education promotes the tendency among peoples to decrease mental problems, and also develop positive and fruitful skills and abilities among them to solve conflicts. And peace education creates positive attitudes in the behaviours of peoples (Sağkal, 2011). Hence in violence-oriented societies, peace education is one of the most important methods to develop and promote a culture of positive peace (UNESCO, 2005).

For the past one decade, Pakistan has faced a lot of problems such as uncertainty, violence, exploitation, terrorisations, terrorism, battles, and perversity, hence peace is not found in Pakistan. Through these terrorism activities Pakistan is considered a disturbed nation all over the world. School children are the target of these terrorists. Thus, it is the call of the day to promote peace education in Pakistan. While the key purpose of the peace education is to promote peace in society, the role of teachers is vital. But first, there is a need to train our teachers in this regard by inculcating the values of peace education in teacher education. According to Sakade (2009) it is the preamble of UNESCO to endorse it all over the world, especially in countries torn by or are faced with terror situations of which Pakistan is among those in the list.

This exploratory research aimed to investigate the views of teacher educators and prospective teachers regarding peace education in teacher training programs in Pakistan. The question of ‘What are the views of teacher educators and prospective teachers regarding peace education in teacher training programs in Pakistan?’ was addressed.

## **LITERATURE REVIEW**

Peace educators such as Salomon (2002) and Reardon (1988) stressed on peace education by giving clear cut views about “leave one space” incorporating the values of peace education in teacher education. According to Reardon (1988) it is essential that peace education provide clear universal views regarding its principles, procedure, techniques, and assumption. Salomon (2002) also stated similar views regarding peace education which was already discussed by Reardon. Without a clear understanding of peace education, it is not possible to engage scholarly discussion or research work on the issue. Seemingly, peace and peace education represent both sides of same coin with regard to their definitions and their understanding (Harris & Morrison, 2003).

According to Danesh (2007) peace is the fundamental precept in peace education, thus the creation of a higher state of peace with the help of peace education. First, we need to explain and analyze peace education as well as its meaning and understanding before peace. It is a dire requirement to endorse peace education on this earth using a scientific

method to remove violence as well as armed conflicts. Peace education plays a constructive role all over the world, notably in educational institutions, organization and civilizations (Ssenkumba, 2010).

According to Navarro-Castro and Nario-Galace (2010), to promote the values of peace in this world, peace education is the most practical solution to achieve peace. Thus, the different stages of peace education perform their role in different ways because peace education is the basic component of peace to develop the culture of peace all over the world as well as in their cultures. It comprises inner peace, social peace, community-based peace, and worldwide peace. All over the world UNICEF which is an agency of the UN works hard to promote the culture of peace education (Fountain, 1999).

Peace education, as the name of the process, develops knowledge, skills, abilities, critical thinking, and capabilities to make the culture of peace in this earth. It is very important for teacher education all over the world, whether it be in their pre or in-service professional training. When the teachers are trained in the field of peace education, they would be able to address all those problems related to them and the society in which they live (Mayton, 2009).

Wiggins (2011) stated that if we trained teachers in good way, they will help promote peaceful citizenship. In peace building initiatives, peace education plays a leading role to build a peaceful society. All of these happened in those situations where we trained our pre-services teachers to promote peace education in schools (Bjerstedt, 1994). It is very critical to prepare pre-service teachers, because teachers play a very important role in educational policies especially in implementing all these strategies to promote peace education practically in every school (Cardozo, 2008).

Paul (2010) stated that a peace educator can create an appreciated impact in this situation. He further says that teachers are the role models for their students at every level from primary to higher level education and they provide positive improvement in the field of education, as well as for the development of everlasting among peace teachers and in institutions (Bar-Tal, 2009). Peace educators play a key role in promoting reconciliation, peace, and mutual respect. A research study conducted

based on peace education practices by Bartlett (2009) further stated that when teachers are skilled and well prepared in the field of peace education, they can establish and build peace in their schools as well as in their societies and communities. Everywhere numerous programs in this regard are started and promoted continuously. All these peace education programs work according to principles and some set of framework. While concepts differ slightly from one part of the world to the other, the true meaning of peace is universally understood (Saloman, 2002).

To inculcate and integrate peace education among teachers in schools, acceptance of peace education among the staff members in educational institutes is essential for its success. According to Reardon (2003), teachers plays very important role in this development. Tyrrell (2002) stated that knowledgeable from the examination of a friend's reconciliation, educational associations are to create such situation, such situation can continue friend's reconciliation as a helping of a complete educational organization technique, which is requirement to be prepared for modification and amendment. Essentially, the educators need comprehensive training when they are in the training stage of pre-service. Good practices and continuous improvement for teacher education at different levels are necessary (e.g. Pandey, 2011).

Peace education is a process for the growth and professional development of pre-service teachers (e.g. Bajaj, 2009). It is universally true that teachers possess the necessary competences to deliver peace education to their pupils in their respective schools, as well as the teachers training institutes (Ssenkumba, 2010).

According to Paul (2010), permitting that it is very important to provide effective training to their teachers for the purpose that become our teachers' creative, they create something new and work on the development of their students. It directed that it is very important to train our teachers in this field because teachers are the basic foundations of any country, as well as empower our pre-service teachers to build the knowledge, understanding, and morals of their students in the field of peace education. Hence, Tyrell (2002) suggested incorporating peace education in pre-service teacher training programs.

Therefore, most of the peace educators start work hard in all the teacher training institutes to offer teacher education programs in Pakistan. It is very important to start peace education for teachers at university level, as well as in those institutes who offer teacher education programs. Tyrrell (2002) stated that in Sri Lanka one teacher training institute had just started peace education programs as well as trained their teachers in this area. It is also recommended every nation build one institute at national level for peace education. The main purpose of the initiative is to develop skills, attitudes, awareness, understanding, attitudes, and so forth among the teachers. Pakistan is one of the countries which has started the related initiative. Most of the doctoral studies conducted on peace education recommended that teacher training institutes integrate peace education in teacher training programs.

Teachers play very important role in the development of behavioural change among their students. That is why teachers are considered a role model for their students. So, it has become the main responsibility of the teachers to positively change the behaviours of their students and train them to become good human being. Teachers are considered facilitators to their students whose job is to guide them from time to time to achieve their goal of success. Teacher is also considered a gardener as a good teacher plants healthy seeds of knowledge. If a teacher works on his students then their students become successful and give positive output to the society. In effective teaching teachers plays very important role and it is considered a critical component. The teachers want to inculcate such skills and abilities among students to achieve education for peace. Whenever a teacher is sincerely as well as frequently involved in teaching peace, he or she is also taking an extended profound look at his or her own ethics as well as trusts.

In the perspective of peace teachers analyze critically their skills, abilities, attitudes and teaching methods in teaching learning process. Teacher is considered as a peacemaker as well as teachers have the power that teachers positively influence on students. Therefore, teachers want to be conscious of the outcome of their attitudes on pupils. If there is a disparity among what a teacher says what he does, students will continuously close their ears to counsels as well as they will not be capable to communicate peaceful morals and abilities. Such as, instead of encouraging learners to care for others, it is most real to practice this value

and let learners build their own understanding of it. Johnson and Johnson (2010) presented that peace education as a process which provide peace in the internal state of the peoples, in their personal relations, between cultures, nations, and societies. According to Harris (2008), purposes of peace education as accepting the treasure of peace, examining the worries, delivering understanding regarding systems for living carefully, accepting powerful performances, cultivating intercultural indulgent, supportive notions of societal justice as well as peace, boosting reverence for life and ending violence. According to Sommers (2002) the targets of peace education as safeguarding apprentices assessing the fights with more constructive approaches; achieving consensus-based and problem solving-based thinking ways; forthcoming more generally regarding societal problems; cumulative acceptance for conflicts that result from political, religious or racial modifications; bringing personalities' proficiency of taking accountabilities in decision making, action and reflective philosophy; and by doing these sustaining peace both in people's inner world and in society. Pakistan is facing war and terror problems. It is in the preamble of UN to promote peace everywhere in the world. For this, the UN started different programs especially in teacher education. Teachers are the agents which can potentially change the society. In the educational policies of Pakistan, there are plans to integrate peace education in curriculum. In this regard different institutions worked to promote peace education.

## **RESEARCH METHODOLOGY**

This is a descriptive study and a survey was done. The main purpose of this study is to investigate the possibility of integrating peace education in pre-service teachers training programs in Pakistan. The population of the present study comprised all teacher educators as well as prospective teachers of five universities in Islamabad, Pakistan. The sample of the study comprised 280 teacher educators and prospective teachers. Simple random sampling technique was used in the selection of the sample. The questionnaire was used as research instrument. The questionnaire was constructed according to five-point Likert scale. Validity of research instrument was ensured with the help of experts. Following the opinion of the experts, the research instrument was modified. While the reliability of the instrument was measured through Cronbach's alpha and was found .85.



The researcher distributed 280 questionnaires and only 255 were received by the researcher. The data were analyzed with the help of SPSS (Version, 20). Descriptive statistics such as frequencies, percentage, and means were used in the data analysis and interpretation. Results obtained were tabulated shown in tables.

**Table 1: Views of Teacher Educators and Prospective Teachers Regarding Aims of Peace Education in Teachers Training Programs in Pakistan**

No.	Statement	Level	Frequency	Percentage	Mean Score
1.	Develop the ethical values	SA	134	52.5	2.80
		A	80	31.4	
		UNC	26	10.2	
		DA	8	3.1	
		SDA	7	2.7	
2.	Build a culture of peace in society	SA	58	22.7	2.08
		A	140	54.9	
		UNC	49	19.2	
		DA	6	2.4	
		SDA	2	.8	
3.	Provide knowledge and understanding about peaceful co-existence	SA	75	24.4	2.14
		A	111	43.5	
		UNC	48	18.8	
		DA	17	6.7	
		SDA	4	1.6	
4.	Empower students	SA	135	52.7	2.49
		A	63	24.2	
		UNC	44	17.9	
		DA	11	4.4	
		SDA	2	.8	
5.	Shaping the attitude of the students positively in the classroom	SA	130	50.9	2.10
		A	84	33	
		UNC	21	8.2	
		DA	13	5.1	
		SDA	7	2.7	
6.	Promotes non-competitive classroom environment	SA	80	20.4	2.77
		A	101	53.5	
		UNC	48	18.8	
		DA	12	8.7	
		SDA	9	3.6	

Table 1 reveals that 84% respondents agreed with the statement that peace education develops ethical values. 6% of respondents disagreed

that with the statement, while 10% respondents were uncertain regarding the statement. The mean score stands favorably at 2.80. About 78% of respondents agreed with the statement 'It builds a culture of peace in society.' 3% of respondents disagreed that with the statement, while 19% respondents were uncertain regarding the statement. The mean score is 2.08. Sixty-eight percent of the respondents agreed with the statement 'It provides knowledge and understanding about peaceful co-existence.' And 9% respondents disagreed with the statement, while 19% respondents remain uncertain regarding the statement. The mean score is 2.14. 77% of respondents agreed with the statement 'It Empower students.' 8% of respondents disagreed with the statement, while 18% of respondents were uncertain regarding the statement. While the mean score is 2.49 it favours the statement. 84% respondents agreed with the statement 'It shapes the attitude of the students positively in the classroom.' 8% of respondents disagreed with the statement, while 8% of respondents were uncertain regarding the statement. While the mean score is 2.10 it favours the statement. 83% respondents agreed with the statement 'It promotes non-competitive classroom environment.' 18% of respondents disagreed with the statement, while 11% of respondents were uncertain regarding the statement. While the mean score is 2.77 it favours the statement.

According to Table 2, 84% respondents agreed with the statement that 'Peace education should be integrated as a separate subject in Teacher Education.' And 8% respondents disagreed with the statement, while 8% respondents were uncertain regarding the statement. While the mean score is 2.09 it favours the statement. 77% of respondents agreed with the statement 'Integrate as a compulsory subject in Teacher Education.' And 14% of respondents disagreed with the statement, while 17% of respondents were uncertain regarding the statement. While the mean score is 2.15, it favours the statement. 67% of respondents agreed with the statement 'Integrate as a subject in the elective course section in Teacher Education.' 9% of respondents disagreed that with the statement, while 16% respondents were uncertain regarding the statement. While the mean score is 2.04 it favours the statement. 76% respondents agreed with the statement 'It should be introduced through integrated approach.' And 18% respondents disagreed that with the statement, while 5% respondents were uncertain regarding the statement. While the mean score is 2.32 it favours the statement. 84% respondents agreed with the statement 'It should be taught through an interdisciplinary approach.' 5% of respondents

disagreed with the statement, while 9% respondents were uncertain regarding the statement. While the mean score is 2.19 it favours the statement. 77% of respondents agreed with the statement ‘It should be introduced through unit approach in teacher’s education programs.’ 14% of respondents disagreed that with the statement, while 18% respondents were uncertain regarding the statement. While the mean score is 2.55 it favours the statement.

**Table 2: Views of Teacher Educators and Prospective Teachers Regarding Integration of Peace Education in Teachers Training Programs in Pakistan**

No.	Statement	Level	Frequency	Percentage	Mean Score
1.	Integrate as a separate subject in Teacher Education	SA	120	45.5	2.09
		A	94	38.4	
		UNC	20	8.1	
		DA	8	3.1	
		SDA	13	5.1	
2.	Integrate as a compulsory subject in Teacher Education	SA	50	19.5	2.15
		A	148	58.1	
		UNC	40	17.3	
		DA	6	2.4	
		SDA	11	12.5	
3.	Integrate as a subject in the section of elective course in Teacher Education	SA	110	43.9	2.04
		A	76	24.4	
		UNC	43	16.6	
		DA	17	6.7	
		SDA	9	3.8	
4.	Should be introduced through integrated approach	SA	132	51.7	2.32
		A	65	25.2	
		UNC	43	17.9	
		DA	11	4.4	
		SDA	3	1.3	
5.	Should be taught through an interdisciplinary approach	SA	133	52.3	2.19
		A	81	32.5	
		UNC	21	8.2	
		DA	10	2.7	
		SDA	10	2.7	
6.	Should be introduced through unit approach in teachers education programs	SA	101	20.4	2.55
		A	80	55.7	
		UNC	42	18.8	
		DA	12	8.7	
		SDA	14	5.8	

## **DISCUSSION**

Peace education is also called education for morality and life. Peace education carries different cultures through specific ways while the philosophy of peace education helps teachers and learners to take some international initiatives in a complex situation. Peace education is a central point which rotates around the teachers. While schools play their roles nurseries, teachers help to build the culture of peace to change the behaviours and skills of the people. The teaching profession should not be restricted to warehousing information. Teachers are the societal therapists who can reconcile societal infection if they involve their accountabilities change the inflamed outlook of peace. Nowadays teaching is defined by the immediate need to cover the curriculum. Curriculum focussed teaching has proved to be unsuccessful in edifying learners as human beings.

Education for peace delivered a stimulating opening for teachers to refurbish their wrinkled intellect of inclination as well as to recover its moral distinctions, thus they raise a constructive and kind approach in themselves and in their learners causing a civilized society. Teachers play a very important role in the promotion of peace education in schools and for this purpose, very skilful and capable teachers a required to promote peace education in schools. To fulfil this requirement, first we must integrate peace education into pre-services as well as in-service teacher training programmes. First, we must equip our teachers in this regards in order that they become peace promoters in their schools as well as in our society. A teacher, who works with honesty, morality and a sense of duty, enhances students' all-round growth on the one hand and subsidizes unprecedented coordination of peace in society and the nation on the other." In the fluctuating world-wide situation, the main purpose of teacher education will be to support people to grow themselves as answerable citizens of their instant society and the world, who shall not simply live carefully but also struggle toward building a humane mankind.

The emphasis of teacher education would be to find and grow the methods of instructing morals of peace and coordination based on perceptions of right living, common esteem and trust, collaboration, societal justice, open mindedness and productive co-existence. Keeping this in mind, it is essential to reorient and rearrange teacher education programs to suit this type of training. Teacher Education for peace and

coordination is fundamentally connected to the indulgence of world-wide instructions on harmonies and time changes involving socio-political-economic and authorized systems. The training of employees at each and every level of the education system such as teachers, organisers, directors, and teacher educators has to include education for peace, human rights and fairness. This pre-service and in-service training and re-education should apply in situ methods, perceive, investigate and appraise their consequences. In order accomplish their responsibilities effectively, schools and institutes of teacher education and those in charge of non-formal education programmes should pursue the support of people with involvement in the fields of peace, human rights and democracy and of the NGOs (non-govt. organizations) focussed on human rights, Likewise, pedagogy and the real practice of changes should form part of the training courses for all educators. Teaching peace in the class room may be done most successfully through the use of introspective, transpersonal or suggestive approaches, for example, deliberation, psycho synthesis and constructive societal collaboration.

The findings of the current study support the findings of the related research carried out by researchers such as Albert (2013), Johnson (2010) and Brook (2013) which investigated the integration of peace education in teacher education program. In previous studies, investigators explored the positive attitudes of respondents regarding the integration of peace education in teacher education in Pakistan.

## **CONCLUSION AND RECOMMENDATIONS**

In order to promote a culture of peace in society, peace education is very important for every citizen as peace education inculcates skills, abilities and knowledge among them. Thus, our society needs to inculcate peace education in our education system especially in teacher education. Nowadays in our education system, peace education is an emerging component of the national curriculum. It is very important to deliver effective peace education in each and every level of teacher education, especially to bring peace in society and create awareness among the people towards peace education. In this regard teachers' role cannot be exaggerated. It is also important to integrate peace education in discussions, meeting, seminars as well as audio-visual displays to

stimulate, study and improve abilities for peace building in learners. Story telling sittings as well as negotiations could be introduced to encourage tolerance, awareness and acceptance. The primary purpose of education for peace is the improvement of peace philosophy. Teacher education plays a very crucial role as it creates the excellent teachers who have the accountability on their pupils to make our learners decent citizens of country. Education for peace depends on the teacher's sense of inclination and at personal level what type of a person he/she is. A teacher should have strong understanding of his/her inclinations and accountability to society and nation.

The basic objectives of the research paper is to investigate the perceptions of respondents regarding peace education in pre-service teacher training programs, as well as the integration of peace education in pre-service teacher training programs. Thus, according to the findings of the present study, that majority of teacher educators and prospective teachers agreed to integrated peace education in pre-service teacher training programs because peace education build up positive thinking among teachers, develops knowledge of human rights, develop the quality of self-awareness among teachers, promotes justice and compassion among teachers, as well as endorses justice in society.

It is recommended that peace education practices be incorporated in such programs because these practices develop the skills and knowledge, understanding, and awareness of teachers regarding peace education. There is also a need to design and develop a proper peace education curriculum for teacher education especially in pre-services training. Policy makers and curriculum developers of teacher education are to plan and devise syllabi, strategies and instructional materials to effectively implement and promote peace education in pre-service teacher training education in Pakistan. Sufficient funding may be delivered since peace education is an innovative idea in the school curriculum. Sufficient funds may be given to make obtainable essential instructional services, competent teachers and public clarification of peace education in the schools. Students' support services need to be provided in the school system.

## REFERENCES

- Albert, S. (2013). The impact of peace education programme at university on university students' intercultural sensitivity. *Procedia Social and Behavioral Sciences*, 174, 2301-2307.
- Bajaj, F. (2009). *Peace and democratic society*. Cambridge UK: Open Book Publishers, CIC Ltd.
- Bartlett, P. (2009). Pre-service teachers' perceptions of peace education. *Eurasian Journal of Educational Research*, 30, 63-80.
- BarTal, K. (2009). *The two faces of education in ethnic conflict: Towards a peacebuilding education for children*. Florence: UNICEF Innocent Insight.
- Bjerstedt, P. (1994). Education for sustainable development and peace education. *Peace and Change*, 34(4), 441-455.
- Brook, B. (2013). Human rights and the global campaign for peace education. *International Review of Education*, 48(3-4), 283-284.
- Cardozo, H. (2008). Transforming worldviews: The case of education for peace in Bosnia and Herzegovina. *Journal of Transformative Education*, 3(1), 33-56.
- Danesh, H. (2007). *Education for peace: The pedagogy of culture in addressing ethnic conflict through peace education*. New York: Palgrave Macmillan.
- Diamond, L., & McDonald, C. (1996). *Multi-track diplomacy: A system's approach to peace*. Kumaran Press.
- Fountain, S. (1999). *Peace education in UNICEF*. New York: UNICEF.
- Harris, I. & Morrison, H. (2003). *Peace education (2nd Ed.)*. Jefferson NC: MacFarland.

- Harris, I. (2008). History of peace education. In *Encyclopedia of Peace Education*, (pp. 1-6).
- Harris, I. (2010). History of peace education. In Cairns G. Salomon (Ed.), *Handbook on peace education*. NY: Psychology Press.
- Johnson, D. (2010). Essential components of peace education. *Theory into Practice*, 44(4), 280-292.
- Johnson, D. W., & Johnson, R. T. (2010). Teaching students to be peacemakers: A meta-analysis. *Journal of Research in Education*, 12 (1), 26-39.
- Mayton, D. (2009). *Non-violence and peace psychology*. London: Springer.
- Navarro, C, L., & Nario, G. (2010). *Peace education: A pathway to a culture of peace (2nd Ed.)*. Quezon City: Center for Peace Education.
- Pandey, S. (2011). Professionalization of teacher education in India: A critique of teacher education curriculum reforms and its effectiveness, *International Journal of Research and Analytical Reviews*. P.1-13.
- Paul, N. (2010). *Peace education: How we come to love and hate war*. New York: Cambridge University Press.
- Polat, S. (2015). Peace and Empathy in the Context of Other's View (Ötekine Bakış Bağlamında Barış ve Empati). In Yücel Kabapınar (Ed.), *Developed with and developing empathy: Child and empathy (Empatiyle Gelişmek Empatiyi Geliştirmek: Çocuk ve Empati)* (pp. 135-153). Ankara: Pegem Yayınları.
- Reardon, B. (1988). *Comprehensive peace education: Educating for global responsibility*. New York: Teachers College Press.
- Reardon, B. (2003). *Comprehensive peace education: Educating for global responsibility*. New York: Teachers College Press.



- Sağkal, A. S. (2011). *Barış Eğitimi Programının İlköğretim 6. Sınıf Öğrencilerinin Saldırganlık Eğilimleri, Empati Düzeyleri ve Barışa İlişkin Görüşleri Üzerindeki Etkisinin İncelenmesi*. Master's Thesis. Dokuz Eylül University.
- Sakade, K. (2009). *Teaching for justice: Concepts and models for service-learning in Peace studies*. Sterling, VA: Stylus.
- Salomon, G. (2002). *The nature of peace education: Not all programs are created equal*. In G. Salomon and B. Nevo (Eds.) *Peace education: The concept, principles and practices around the world* p3-14. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Sommers, M. (2002). Peace education and refugee youth. In J. Crisp, C. Talbot, & D. Cipollone (Eds.), *learning for a future: Refugee education in developing countries* (pp. 163-216). Geneva: UNHCR.
- Ssenkumba, R. I. (2010). Teacher education as a sustainable strategy for building a culture of peace and implementing the millennium development goals in rural Nigeria. *Global Voice of Educators*, 1(1), 1-4.
- Stewart, S. (1998). *Conflict resolution: A foundation guide*. Winchester: Waterside Press.
- Tyrrell, J. (2002). *Peer mediation: A process for primary schools*. London: Souvenir Press.
- UNESCO. (2005). *Framework for teachers*. India: New Delhi.
- Wiggins, J. (2011). The search for balance: Understanding and implementing yoga, peace, and democratic education. *Journal of Peace Education and Social Justice*, 5(2), 216-234.
- Wulf, C. (1999). *The other in peace education: Context and values*. Gennanio: Pensa Lecce Multimedia.

