

# A Study on Bangladesh Primary Education Curriculum to Explore Peace Education and Their Components

By

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A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development  
BRAC University  
September 2021

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**



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## Approval

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## **Ethics Statement**

The study was conducted with the utmost ethical awareness to avoid causing harm to the study participants. As a researcher, I maintained complete confidentiality and anonymity of interview participants throughout the data gathering process. Wherever feasible, quotations were made using pseudonyms. Prior to data collection, consent was obtained from all participants. I informed the participants about the study's aims. All participants were informed that they have the right at any time to refuse to answer any question and to withdraw from the study. Additionally, the data will not be used for any other purpose than this research. As a condition of conducting the research, ethical approval from the BRAC Institute of Education Development was obtained.

## **Abstract**

The world is undergoing a massive crisis that can be described as a "peace crisis." This can be seen in the rise of violence and conflict in society, even among youth. To prevent violence and conflict and to instill the correct mentality necessary for social cohesion from an early age, "Peace Education" is thought to be critical in early childhood education. This study was conducted to ascertain the steps, actions, contents, and practices of Bangladesh's progress in realizing peace education in the primary education curriculum and textbooks. To realise the study, as the primary research tool document analysis was used to perform detail analysis on the social science textbooks and curriculum of grades one to five in Bangladesh primary education. Five in-depth interviews with teachers were performed to ascertain their perspectives on peace education and its current state in primary education. Additionally, the areas for improvement for peace education material have been identified to develop a resilient new generation that is extraordinarily strong in the face of conflict and violence. The findings indicated that peace education is available in a minimal and disorganized manner in Bangladesh primary education. There has been minimum intervention from government to train instructors or give expertise, in the area of peace education, but there have been a few instances of NGOs providing training independently. However, to establish a standard of peace education, appropriate curricular inclusions are required. As a recommendation, it has been urged that peace education to be recognized as a formal teaching material that should be methodically and fully integrated into the curriculum. It is proposed that teachers should have enough pre- and post-service training on peace education and its teaching methods, as well as access to an appropriate guideline. This would aid in the development of togetherness, brotherhood, and empathy for nations' actions against conflicts through peace education.

**Keywords:** Peace Education; Cohesion; Curriculum; Conflict; Violence; Civic Responsibility.

## **Dedication**

This thesis is dedicated to my beloved father and mother for their love and support throughout my mentoring. My humble gratitude to the utmost support from the persons, without whom the research may lack its mentionable progress. And the honourable supervisor, who guided me to reach the standard.

## **Acknowledgement**

I would like to express my gratitude to my supervisor for his unwavering support throughout the study's work; he gave regular comments and directed me with his expertise to maximize the study's potential. Additionally, I would like to thank Prantica Singha for assisting me in conducting in-depth interviews with primary school teachers.

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## **List of Acronyms**

BGS	Bangladesh and Global Studies
HT	Head Teacher
SDG	Sustainable Development Goals
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Education, Science, and Cultural Organisation

# Chapter 1

## Introduction and Background

### 1.1 Introduction

Education has a variety of functions; it not only supplies a person with the knowledge necessary to perform necessary societal functions, but it also teaches a person morality and helps shape their character for the greater good of society. Peace education focuses specifically on this component of character development in order to prevent violent acts in society and to promote justice and harmony. As humans, we crave serene and tranquil circumstances, yet a conflict of interest stops us from achieving them. Peace education touches on this, as defined by UNICEF: the process of fostering the information, skills, attitudes, and values necessary to prevent conflict and violence, to resolve conflict peacefully, and to create conducive conditions for peace through altering people's behaviour (Biswas, 2018). Peace education equips society with the knowledge essential to settle conflicts peacefully, promotes unity, and cultivates nonviolence, love and compassion, as well as awe and regard for all lives (Biswas, 2018). The significance of peace education is best illustrated by the impact of Kenya's 2007 adoption of peace education into its educational curriculum. It was able to drastically reduce the occurrence of violence in the community, with less violence occurring now than in the past in Kenya. (Kuppens & Langer, 2017). While peace education has the potential to significantly contribute to the reduction of violence and conflict in society, it is only mentioned in passing in Bangladesh's educational curriculum.

Bangladesh's education system is still in its infancy when it comes to implementing peace education, with minimal content available and an emphasis on teaching the country long-lasting lessons in ethics and norms (Kader, 2018). Add to that a lack of awareness about what content of peace education is now included in the curriculum and what is being left out. This

study will try to understand it, by analysing the scope of peace education in Bangladesh primary education curriculum. Prior research on this field, focused majorly on the higher education field, with minimum research on the field of primary education. The study would be primarily conducted through document analysis on the textbooks of the Bangladesh primary education curriculum. The research would suggest significant findings on the current status of peace education in Bangladesh primary education curriculum and pave the way forward for the future to imply policy recommendations to better utilize peace education.

## **1.2 Research Topic**

Research Topic: Peace Education

‘Peace Education’ has been selected as the research topic to understand the present context of peace education in primary schools of Bangladesh.

According to Abebe, Peace Education is a process of acquiring knowledge, skills, attitudes, behaviours, and values that enable students to: identify and understand the sources of local and global issues, and develop positive and appropriate sensitivities to these issues; resolve conflicts and achieve justice in a nonviolent manner; and live by universal standards of human rights and equity while appreciating cultural diversity. (Mukherjee & Biswas, 2017).

Peace education goals can be divided into two types, a) short term, pertaining to knowledge sharing to students to resolve immediate conflicts; b) long term: building of non-violence mindset to influence peaceful behaviour in situations of conflict (Harris, 2003).

Johnson and Jhonson in their 2005 article has defined a proper peace education as having five essential elements. First, a compulsory public education system. Second, establishment of mutual goals, and common identity. Third, constructive controversy procedures needed to be taught to help make difficult decisions. Fourth, teaching of negotiations and peer mediation to



resolve conflicts. Finally, civic values with the long-term common good of society (Johnson & Johnson, 2005).

This research would take a look at the current condition of peace education in primary education, for that research title has been selected as, 'A study on Bangladesh primary education curriculum to explore peace education and their components'. Government primary schools act as a focal point to provide the opportunity for people from different regions to come to terms with each other on a common platform. The research is being conducted to find out the prevalence of peace education components in the government primary school curriculum and their relation to building social cohesion.

Involvements of mine were in a government primary school and personally witnessed occurrence of violence among community people, with also students of young age getting involved in it. The government has included peace education lessons components in the primary education curriculum, but their extent of reach has not been identified or did not make any linkage with peace education components (Kader, 2018).

To find out clear information on this, this research topic was selected and subsequently based on that research title was constructed emphasizing the terms of primary education curriculum, peace education and social cohesion.

### **1.3 Statement of the Problem**

In recent years, there has been an upsurge in the level of violence and fighting between young people in Bangladesh. Between January and July 2020, ten to eleven persons died in Bangladesh as a result of violence and strife among young people (Saad & Rahman, 2020). It is not news to the Bangladeshi people. Each day, the news media would carry a slew of stories on this subject. The problem has grown to such proportions that it is now involving school pupils as well. In just one month of 2019, Bangladesh's law enforcement organization

Rapid Action Battalion (RAB) arrested over 88 students between the ages of 10-15 for their involvement in violence (Das, T. K., 2019).

The majority of social practitioners and scholars on this subject have stated that this is occurring as a result of a lack of moral culture in the community and an escalation of violence and conflict among its members (Kader, 2018).

As a means of resolving this issue, ethical lectures in the classroom can be implemented, and peace education can be used to impart these lessons. UNESCO and UNICEF consistently recommended peace education in the school as a preventative method for addressing youth violence and conflict and developing moral character that fosters good citizenship (Kotite, 2012). The education specialist and communists advocated for the inclusion of peace education in all levels of school, including primary education in Bangladesh (Haque, 2020). The school can play a role in preventing violence in society by developing community leaders who promote peace through extracurricular activities, social obligations, and participation in sports and games. However, Bangladesh's education curriculum lacks an adequate integration of peace education and hence cannot be claimed to have advanced to the point of developing aware peace leaders (Das, T. K., 2019).

Prior to developing an effective peace education curriculum that promotes social cohesiveness, it is necessary to understand the scope of peace education in Bangladesh primary education. The research's primary objective is to ascertain teachers' personal ideology and opinion as first-hand instructors on the subject of peace education.

## **1.4 Research Questions**

Research Topic: Peace Education

Key Question 1:

What is the scope of peace education in the Bangladesh Primary Education Curriculum?

Key Question 2:

How is the curriculum designed to incorporate peace education components?

Key Question 3:

How do the teachers perceive the contents of the curriculum in order to promote peace and social cohesion among students?

## **1.5 Purpose of the Study**

The research has multifold intentions, firstly to identify the components of peace education based on the definitions, research study and existing curriculum on peace education from credible sources, following that it will follow documentation analysis to find out components or lessons available on peace education in Bangladesh education curriculum and at last it would note down teacher's opinion on these lessons to understand their usefulness. The overall aim is to understand the scope of peace education in primary curriculum, how this curriculum is designed and intended to promote peace among the students. To understand these an extensive literature review and documentation analysis would be conducted in literature related to peace education, and all the components and subjects of Bangladesh primary education curriculum.

## **1.6 Significance of the Study**

Prior studies on this topic provided focus on existing peace education lessons in the curriculum of secondary education of Bangladesh. This research will proceed further on this step and create new knowledge by finding out the scope of peace education in Bangladesh primary education sector. This research will further help the policy developer, decision-maker and the other key person in the peacebuilding related field through providing them with a clear knowledge on overview and reflection of current availability of peace education related to lessons on the curriculum which may open new ground in future studies to suggest policy recommendation on improving peace education in the primary education perspective. Further, this research would suggest teachers' opinions and views on these lessons which may provide a brief view on how these lessons look on the field.

## **Chapter 2**

### **Literature Review and Conceptual Framework**

#### **2.1 Literature Review**

The majority of schooling worldwide includes at least a little amount of peace education in the form of moral and ethical training. However, institutional usage of peace education began following World War I, as the world suffered severe catastrophic destruction as a result of war. People feel a sense of urgency to establish a learning system that will assist them in devaluing their violent tendencies and opting for togetherness (Gill & Niens, 2014). Since then, peace education has advanced significantly; new types of content and teaching methods have been introduced, some of which have achieved the desired level of success, while others have failed to do so. Each of these achievements and failures, as well as the rich history of peace education, teaches us something about the major components of peace education. The purpose of this study is to develop a tool for analyzing the Bangladesh primary school curriculum and textbooks in order to determine the scope of peace education in the country. Additionally, the literature evaluation will enable us to compare our existing measures of peace education to those used globally and to identify required revisions to ensure that peace education is adequately integrated into Bangladesh's primary school curriculum.

##### **2.1.1 Emergence of Peace education**

Peace education has been a common topic lately in the development sector as a way to resolve violence, conflict, extremism and building long-lasting relationships between institutions, nations, groups and individuals. To signify its importance the United Nations has included it in SDG 16 - peace, justice and strong institutions. Since World War One different topics of discussion have emerged in the way of peacebuilding and its role in education (Gill

& Niens, 2014). Whereas peace education was introduced in East Asia at the conclusion of WWII in response to nationalistic aggression and personal experience with nuclear fallout (Kester, 2010).

While peace education has been practiced for centuries and has its origins in European philosophical thought, it was not institutionalized in Western Europe and the United States until the 1950s and 1960s. Johan Galtung, a Norwegian mathematician and sociologist dubbed the "Father of Peace Studies," is in many ways responsible for the contemporary mobilization of peace educators. Galtung established the International Peace Research Institute (PRIO) in 1959, which published the first academic magazine devoted to peace studies, the *Publication of Peace Research*, in 1964 (Kester, 2010).

Galtung coined the term "peace-building" and popularized it in his book "Three Approaches to Peace: Peacekeeping, Peacemaking, and Peace-Building." Negative peace, positive peace, structural violence, underlying causes of conflict, and sustainable peace are just a few of the main principles he articulated that continue to define peace-building today (Ndijuye and Tandika, 2019).

Peace education has taken on a variety of shapes throughout the world as it has evolved. Concerned about the growth of mechanized warfare in the United States and Europe at the turn of the twentieth century, proponents of the League of Nations and other international treaties worked to educate their audiences about methods in which conflict may be prohibited. Educators in the South have argued for a type of peace education dubbed development education in order to improve the quality of life in impoverished countries, where they are more concerned with structural violence and poverty. Around the turn of the twentieth century, individuals concerned with the plight of minority groups worldwide saw how human rights education could encourage respect for the ideals embodied in the Universal

Declaration of Human Rights. Environmental education is a type of peace education that was developed by educators concerned about ecological catastrophe. It instills concepts of sustainable existence on this planet. By the turn of the twenty-first century, peace educators concerned about civic and domestic violence had developed a new form of peace education known as conflict resolution education. All of these various forms of peace education have one thing in common: they all educate and train participants about the causes and prevention of violence. (Harris,2003)

How should peace education look can be imagined vividly through the research study conducted by Gill & Niens (2014). The authors have conducted a documentation analysis on published research, thoughts and ideas of reputed academics and practitioners in the field of education; a relevant example can be Paulo Freire. The authors argued in their study that humanization in education could be referred to as peace education. Through this thought, one tries to get rid of the barrier contained in the societal division, segregation and community's relation with its past trauma, as for example, colonial dominance. This concept can provide pedagogical strategies for peace education.

### **2.1.2 Definition of Peace Education**

To accumulate reader understanding on peace education and as a base to set aside that education which naturally falls upon peace education, multiple major definitions of peace education from recognized Laurette and institutions who promote peace are shared below.

Peace education draws its impulses from people to live peacefully with others and stresses the ideals of peace on which society should be founded. Educators should use their technical skills, from early childhood to adulthood, to teach their students about harmony. The study of peace attempts to nourish those energies and impulses that make possible a meaningful and life enhancing existence (Harris, 2003). The launch of learning processes aimed at the

actualization and fair resolution of human disputes as to the topic of action (Vor Staehr, 1974).

In general, peace education is an activity that encourages knowledge, skills and behaviors that will allow people of all ages at all levels to develop behavioral changes that can prevent conflict, peacefully resolve disputes or create social environments conducive to peace (Isaac, 2002). The word peace education has been referred to by UNESCO as 'education for peace.' They proposed that peace education should include ideals, norms and principles related with peaceful behavior in the society (UNESCO International Bureau of Education, UNESCO IIEP, 2015). UNICEF describes peace education as "the process of promoting the knowledge, skills, attitudes and values necessary to bring about changes in behavior that will allow children, youth and adults, both openly and structurally, to prevent conflict and violence; to resolve conflict peacefully; and to create conditions conducive to peace, whether intrapersonal, interpersonal, intergroup, national or intra-personal peace" (Fountain S., 1999).

Peace education is a process that instills peace values in children and works to reduce violence and social injustice. Peace education can take place formally in schools or informally at home, among peers, in the community, and throughout society. In general, peace education teaches pupils about the values and practices that promote nonviolence and social justice. Peace education cultivates empathy, compassion, and a sense of social connectivity, as well as specific abilities in nonviolent conflict resolution and social justice promotion. Practitioners can contribute to peace education by serving as positive role models, utilizing constructive controversy to foster critical thinking, stimulating reflection and learning that challenges stereotypes about other groups, and analyzing effective methods for teaching and learning nonviolence-supporting values and skills. Cooperative learning, in which students collaborate to solve problems or complete assignments in class, has been the focus of much psychological research (Wessells, 2015).



### **2.1.3 Components of Peace Education**

Peace education is a diverse sector in itself, it has transpired from violence resolution to a well-established method to build cohesion in the society, since its conference by UN and its needs associated with both for the violence prone society and less violence active society to build mutual relationship within the society (Fountain S. , 1999). Though its diverse nature is based on different societies, common themes of lessons and subjects can be seen within peace education. In the following passages, the components of peace education have been elaborated. According to UNESCO, peace education should include ideals, norms and principles expressed in core UN instruments. The UNESCO/UNHCR/INEE Peace Education Program teaches the skills and principles associated with peaceful behaviors in order to understand the situation well (UNESCO International Bureau of Education, UNESCO IIEP, 2015). Johnson & Johnson (2005) in their article 'Essential Components of Peace Education' published in the journal 'Theory Into Practice - THEORY PRACT', has given us an overview of what peace education should look like in a curriculum and what things it should incorporate. They have shared that there are five essential elements in building a lasting peace through education. First, a mandatory public education system to create opportunities for children and youth to connect with each other. Second, building connections between education participants through mutual goals and common identity which is usually done through cooperative learning. Third, learners should be educated on constructive debate and controversy procedures to help them in distinguishing between difficult decisions related to societal institutions and activities. Fourth, students should be taught negotiations and peer mediation to provide ownership towards them to resolve their own conflicts. Finally, students should be taught to think good for their society, country and world through civic education. UNICEF has defined peace education as the essential component of basic education. They identified those education as peace education which has the capability to bring behavioral

change among children and youth to promote peaceful behavior in the society. They have established a set perceived process through which a student goes through to their behavior changes, which composed of becoming aware of the issue (peace and conflict); becoming concerned about the issue; acquiring knowledge and skills pertaining to the issue; becomes motivated, based on new attitudes and values; intends to act; tries out a new behavior (for example, peaceful conflict resolution); evaluates the trial; and practices the recommended behavior. UNICEF suggested that a proper peace education curriculum should contain this process. A table is provided below to provide a detailed overview of how UNICEF peace education aims look like and where they provide more focus (Fountain S., 1999).

*Table 1: Aims of peace education - UNICEF*

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
Awareness of own needs, self-awareness	Communication: active listening, self-expression, paraphrasing, reframing	Self-respect, positive self-image, strong self-concept
Understanding nature of conflict and peace	Assertiveness	Tolerance, acceptance of others, respect for differences
Ability to identify causes of conflict, and non-violent means of resolution	Ability to cooperate	Respect for rights and responsibilities of children and parents
Conflict analysis	Affirmation	Bias awareness
Enhancing knowledge of community mechanisms for building peace and resolving conflict	Critical thinking	Gender equity
Mediation process	Ability to think critically about prejudice	Empathy
Understanding of rights and responsibilities	Ability to deal with stereotypes	Reconciliation

Understanding interdependence between individuals and societies	Dealing with emotions	Solidarity
Awareness of cultural heritage	Problem-solving	Social responsibility
Recognition of prejudice	Ability to generate alternative solutions	Sense of justice and equality
	Constructive conflict resolution	Joy in living
	Conflict prevention	
	Participation in society on behalf of peace	
	Ability to live with change	

Bar-Tal, Rosen, & Nets-Zehngu (2009) in their article has distinguished different peace education from different countries. Though they have found some differences, there were inherent similarities between these educations. Based on their study, they have separated peace education into two different genres, direct peace education and in-direct peace education based on a formal way of recognition of integration of peace education in the curriculum. The indirect peace education provides emphasis on reflective thinking, tolerance, ethno-empathy, human rights and conflict resolution. Whereas, direct peace education put more emphasis on conflict and peace, peace process, presentation of the rival, history of conflict and new affect and emotions.

Staub (2002) in his study, proposed that peace education should encourage non-violent agreements, take care of others' well-being and help to educate people who take action to deter abuse. In his opinion, peace education offers awareness, skills, and emotional elements related to the propensity to devalue other groups, peaceful forms of conflict resolution, understanding the roots of violence between groups and individuals, and understanding the functionality of bystanders.

Abu-Nimer (2000) suggested that peace education could involve learning about the need for reconciliation with the adversary, the other's viewpoint in war, the asymmetry in power, the disparities resulting from these differences in power, and collaboration and nonviolence as the most successful methods of conflict resolution and critical thinking acquisition.

Salomon (2002, 2004) proposed that the aims for peace education should contribute to improving the understanding of the collective conflict narrative of the other side by legitimizing their collective narrative, displaying empathy and confidence for the other, objective analysis of the contribution of one's own side to the conflict, and a willingness to participate in peaceful activities.

Maleki & Komishani (2014) have portrayed how the peace education curriculum is more difficult than others, due to the ambiguous nature of peace. In their study, they pointed out that peace does not mean absence of war and similarly it does not entirely represent friendship, which makes the curriculum approach complicated. In their ideology, a peace education curriculum should have both subject centered and student-centered approach. The subject centered approach should contain lessons related to religion and social value - norms. They believed that these lessons would enable students to be psychologically able to live, learn, and grow maturely even in an uncondusive atmosphere.

#### **2.1.4 Peace Education around the World**

Peace education is an emergent academic discipline and professional activity devoted to the creation of official and informal educational programs aimed at promoting global peace.

There are several programs available for peace education, each with its own unique style, beliefs, and objectives. Several of the projects aim to immediately abolish physical violence in schools and communities. Others highlight the principles and activities of peace, cooperation, social justice, and sustainability. Certain individuals desire social reform, while

others desire social change. Others make an attempt to foster international cooperation. Certain programs are geared toward elementary schools, while others are geared at high schools. Some are included in college curriculum, while others are offered through teacher education programs. Others collaborate with local associations, while others provide professional development opportunities. Certain organizations collaborate with governments, while others work with non-governmental and civil society organizations. The approaches vary per country (Kester, 2010).

One of the distinguished peace educations in Canada has been seen through the Canadian National Committee for UNICEF. They have developed 'In Our Own Backyard' (Biggs, 1995), which is a teaching guide for grades 1-8 that demonstrates how rights education can be integrated into the curriculum through the use of arts and literature and other subjects. This guide on right education provides emphasis on peace education through topics of identity and expression, family and community, knowledge and culture, and law and protection. Children draw time maps to identify hazards that can affect them from birth to age 18, noting steps that can be taken to prevent them. They also role-played dangerous situations, such as peer pressure to buy drugs, and discuss responses and solutions. They also have been guided in conducting interviews of classmates and parents about how they define their identity.

In Mauritius, teachers of primary and secondary schools taught students how to resolve conflict through constructive debate, they performed various classroom activities to provide students first-hand experience of how-to resolve conflict in the society, in an instance they have performed the act of mock court to resolve a conflict on right issue. Students played the roles of lawyers and Jury to resolve the conflict. To effectively teach these subjects, teachers have been provided training by Mauritius Institute of Education and UNICEF. The training programme taught teachers' participatory methods of teaching and learning, and classroom

and administrative practices on the issues of child rights, peacebuilding and conflict resolution (Fountain S., 1995).

In Lebanon through a global education project, the Ministry of Education's curriculum development unit has participated in developing curriculum oriented to activity-based teaching modules and encouraged a more learner-centered approach to education. They have developed activities addressing the overarching themes of 'learning to live together', 'images of ourselves/images of others', and 'futures' which can be convergence to the lessons of Arabic languages, social studies, science, and mathematics. Some of these activities include, social role, where a child compares their position in the society with others and also to the standard of UNICEF (Selby, 1997).

Peace education through improving the school environment and implying a hidden curriculum can be seen through a number of countries. This curriculum introduces how children's rights are addressed within school, discipline method, and decision method. They incorporated this with peace education, which has been seen in the Federal Republic of Yugoslavia countries. In some instances, they taught children peer meditation. Community service that is facilitated by the school is another feature of some peace education activity (Baldo, 1998).

Based on the theme of communication, cooperation, and problem solving, a few countries have incorporated peace education in their curriculum. To effectively teach these subjects, even manuals have been produced in Burundi (1994), Croatia, and Liberia (1993) to guide teachers in using these curricula. In the Federal Republic of Yugoslavia, peace education has been incorporated in the curriculum with some workshops designed for children. For South-Asian country Sri Lanka they have included peace education in their curriculum through a teacher's manual. For the Rwanda case, they have included stories and poems on peace

themes in their curriculum, they also included peace education in their sports and physical activity classes (Fountain S. , 1999).

Peace education has been part of training for a number of countries both pre-service and post-service. This training focused on the values of cooperation, respect for the opinions, and appreciation of differences. Both in Burundi and countries from the ESAR region, participatory teaching and learning strategies were seen in the curriculum which one of the aims was to promote peace through education. Similar things have been seen in Sri Lanka and Croatia where peace education has been part of pre-service training for teachers with guidance on how to incorporate this learning on traditional subjects. Similar to pre-service training, in-service teacher training on peace education has been seen in Burundi, the Federal Republic of Yugoslavia, Rwanda, Sri Lanka and Tanzania. Topics of peace education in both training forms were quite similar with in-service training providing more emphasis on conflict resolution methods (Fountain S., 1999).

Oman has introduced peace education in their education curriculum as per their vision which stated that they seek to be among the top ten countries that enjoy world peace. Their peace education program (PEP) was particularly for pre-school children aged (4–6) years in Oman with a focus on developing school environments and providing safe learning environments to instrualize peace building. Mushaquiri and few other researchers conducted research to evaluate performance of the program in 2021. The study saw improvement in the children who were enrolled in the program. The study concluded that the peace education program has an effect on preschool children's social and emotional behaviour (Mushaiqri et al., 2021).

Darweish and Abdulsamad conducted a detailed study on the availability and impact of peace education in Iraqi Kurdistan schools. The authors employed a qualitative study approach and critical discourse analysis to provide light on the content of educational textbooks in terms of

violence, principles, and values. The author discovered that the dominant political organization in Kurdistan is responsible for a variety of concerns addressed in school curricula, including violence, injustice, and prejudice. Schoolchildren have substantial academic and socio-psychological consequences as a result of these challenges. According to the writers, Kurdistan's curriculum is deficient in providing the fundamental foundations for children's cultural and ethnic development. Finally, the survey showed that school textbooks highlight Muslims' separation from other ethnic groups rather than the many beneficial components of Islam that should be learned and shared (Darweish & Abdulsamad, 2017). The Inter-agency Network for Education in Emergencies (INEE) and a number of other organizations developed the Peace Education Programme (PEP) in 2005 to educate the skills and values associated with peaceful behavior. The program taught and encouraged students to think critically about physical and social obstacles, as well as to develop constructive attitudes toward coexistence and amicably resolving community conflicts. As part of the curriculum, learners were required to exercise these talents and discover the benefits for themselves in order to mentally "own" the skills and habits (Inter-agency Network for Education in Emergencies, 2005).

The UNHCR's "Inter-Agency Peace Education Program," or PEP, began as a dream that was realized with the assistance of refugees in Kenya's Dadaab and Kakuma counties. In response to the Machel Study on the Impact of Armed Conflict on Children, UNHCR and a field partner launched a life skills-based Peace Education Program (1996). It all began in 1997 in Kenya's Kakuma and Dadaab refugee camps. PEP was eventually implemented in numerous UNHCR-supported initiatives in Africa and elsewhere for refugees and other conflict-affected people, utilizing cash from a UNHCR trust fund for children. In other countries, national educators have been hired as trainers, and refugee educators have been taught to teach peace education. PEP is predicated on the premise that peace may be attained in both



peaceful and post-conflict contexts by the adoption of peace-promoting behaviors and the practice of particular peace-related skills that can be taught participatively. PEP was developed with a focus on both the school and the community. The designers desired to provide a loving environment for children both within and outside the school. As a result, community involvement has been vital to the success of PEP. The three basic components of the program include all possible school and out-of-school youth, camp counselors and secondary school graduates at the camp, illiterate people, housewives, and potential PEP teachers. The first component is formal education or a school program. The non-formal or community workshop for adults and out-of-school children is the second, and most dynamic, component of the program. The third one is a training program for teachers and facilitators (Allen et al., 2009).

To institutionalize peace education EDC (Education Development Center) created an Interactive Radio Instruction (IRI) course on peace education in South Sudan with support from USAID back in 2007. The course included some additional factual narratives to the original INEE Peace Education Programme, such as biographies of Jimmy Carter, Henri Dunant, Nkosi Johnson (HIV-AIDS advocate), Wangari Maathai, Nelson Mandela, Jesse Owens, and Zinedine Zidane (Education Development Center, 2016).

Following the need for peace studies, India has elevated this subject to a fundamental in the National Curriculum Framework with teachers required to receive peace education training, and the Indian government is working to establish conflict resolution programs in schools throughout the subcontinent (Kester, 2009).

According to Arweck and Nesbitt (2008), peace is one of the values at the heart of Sathya Sai Education in Human Values (SSEHV), a program that aims to promote human values in British schools and to educate pupils from diverse social, cultural, and ethnic backgrounds

toward greater tolerance and understanding. The program tried to accomplish this as part of the necessary provision of physical, social, and health education. Additionally, it aimed to assist students in community schools in their social, moral, cultural, and spiritual development (Arweck & Eleanor, 2008).

### **2.1.5 Education role in peacebuilding**

Education has consistently been demonstrated to be the most effective tool for accelerating human progress and eradicating poverty. For generations, it has been used to inculcate values, knowledge, and skills important for personal health and safety, as well as future economic and societal advancement (Ndijuye & Tandika, 2019). This has been supported by UNICEF's "Education for Development" agenda, a term that refers to a teaching and learning technique that instills in young people a sense of global solidarity, peace, tolerance for difference, social justice, and environmental awareness (Fountain, 1995). Its mission is to mobilize children and young people to effect positive change on a local and global scale. The five fundamental themes of Education for Development are interdependence, images and perceptions, social justice, conflict and conflict resolution, and change and the future (Mukherjee & Biswas, 2017). These themes have a high correlation with peace education themes, demonstrating the importance of education in promoting peace.

Education is a massive strength in itself, but it lies upon the users to use it for good or worse. As has been discussed by Bush & Saltarelli (2000) in their significant research conducted on the conflict-prone areas in Asia and African region. The role of education in peacebuilding as well as the solution to conflict mitigation can be easily drawn upon by their study and create a vivid image which can enable to prolong the thought in this field. The research debunks the widely believed thought that education is a force of goodwill. The authors cleverly showed how education could be used to drive war between people and the same way how it can be used to mitigate conflict in an area. The research has studied education relations with

peacebuilding and showcased how improper distribution of resources and using education as a tool of realizing selfish demand to dominate or obstruct can result in the escalation of the conflict. Whereas education which taught individual wellbeing of a person and society might help in building cohesion in the society. Here peace education comes into play with its myriad roles of the promotion of linguistic tolerance, conflict-dampening impact of educational opportunity, the nurturing of ethnic tolerance, and the ‘disarming’ of history. Peace education should be designed with an emphasis on long-term peace education through including its vital part in the general education curriculum and using local people to teach peacebuilding who can be the teachers of local schools.

Biswas in her 2018 research on the relation between education and peace, has shown true education entails mental flexibility and constancy, which can be attained only via the proper application of Peace Education, which results in self-realization, which can be regarded as the pinnacle of human achievement. Thus, peace education is vital to life success because it teaches us how to satisfy our diverse desires and objectives without becoming self-centered toward others. Peace Education is viewed as both a philosophy and a process that entails a variety of skills such as conflict resolution and cooperation, patience, calm listening, problem solving, and reflection, as well as equipping people with the knowledge necessary to create a safe rather than a better world with a resilient environment through the cultivation of nonviolence, love, and compassion (Biswas, 2018).

Conflict and violence have devastating impact on the education vice versa education can act to prevent violence and conflict through building social cohesion, which can be realized through the quote of Kofi Annan former general secretary of United Nations, ‘From a culture of reaction to culture of prevention’, published on IIEP occasional paper and conducted by Kotite (2012). In this paper, the author argues that we have the power to change the present violence and conflict in our society through properly utilizing education, the strength in our

hand. The paper suggested that our education curriculum should respond to the needs of the local community and include the knowledge on skills for peaceful inter-human relations, good governance, the prevention of conflict and peacebuilding. The paper argues that conflicts are majorly community bound, and education which forecast future needs can successfully help local communities and nations to resolve root causes before disagreements erupt. Education acts as a preventable approach in three aspects of conflict: behavioral, structural and attitudinal. This is done through changing societal contradictions, motivating to bring change in the attitude and suggesting a society of improved relationship between the community members.

Finally, Mushaiqri and his colleagues feel that education for peace is a necessary condition for societies to prosper in today's competitive globalized world. As a result of tremendous technological breakthroughs, notably in communications and the mixing of interests among civilization members, as well as the codification of numerous issues of common concern among nations, it is vital to build the framework for human coexistence (Mushaiqri et al., 2021).

#### **2.1.6 Peace Education as a counter to gang culture among young people**

Peace education roles in counter acting violence tendency can be easily understood by the opinions of Harris and Morrison. They assert that peace education is a process that involves skills such as listening, meditation, thinking, cooperation, and conflict resolution, as well as a philosophical dimension such as love, mercy, respect, and nonviolence. The world is today tormented with a plethora of problems. Conflict and violence in all of its expressions, including self-inflicted violence and social violence, are among the most important of these concerns. As a result, it's logical that the world's representatives at the United Nations advocate a culture of peace through using education, particularly among children and adolescents (Mushaiqri et al., 2021).

Children are impacted by the conflicts and violence that surround them, as well as what they see on television in the form of programs and news, all of which leave deep psychological scars on children, along with the accompanying painful feelings, necessitating psychological support for this age group in order to rebalance. It is vital to build a culture of peace, its values, and skills in order to assist children and adolescents in overcoming hurdles. This will be achieved only through peace education, which attempts to foster a child-friendly environment. Children's behavior begins to develop before the age of seven, and because children are the future of our lives, they uphold cultural norms and social and moral standards. As such, it is vital to begin by teaching these values in children via appropriate educational programs (Mushaiqri et al., 2021).

In multiple studies, it has been identified that the increase of the rise of violence among students is to a large extent due to the prevalent gang culture among young people in the community. In an annual review report, published by International Initiative for Impact Evaluation and conducted by Higginson (2016), they have analysed this problem and suggested some solutions to prevent this issue. They primarily worked on preventive interventions that focus on increasing the social capacity of young people. They used a documentation analysis approach to come to this analysis. They identified the involvement of youth in this field mainly due to the existence of previous violence and conflict in the society particularly among the grown-up people they associated with, who influenced them to be also involved in this violence. Related to it, lack of social cohesion has been identified as another cause. The authors have suggested three types of intervention as a prevention approach. In primary prevention intervention, focus has been provided on educational institutions and targeting the population who are most likely to be involved with violence. They identified that the young people belonging to violence, conflict and low resource areas are more likely involved with this issue. This approach involves school-based peacebuilding education to

create a mindset of positiveness among young people and prevent them from being involved with violence in future.

### **2.1.7 Peace Education in Bangladesh Perspective**

In Bangladesh, peacebuilding has been conducted since the late nineties with the help of non-government entities. Peacebuilding through the initiative of the government is quite new here with the inclusion of peacebuilding topics in the curriculum of primary education following the national education policy of 2010. Through the research study of Kader (2018), this scenario can quite clearly be understood, a combination of documentation analysis and focus group discussion with the teachers and students. In Bangladesh, peacebuilding through education is relatively minimal with the inclusion of a little bit of topic on this issue in the curriculum but lack of initiative to practice it in the classroom and misinterpretation of contents.

Peacebuilding in education is essential more so for the people living in the conflict-prone community. Education provides the opportunity to easily access a platform to reach out to the community and to implement a long-term plan. During the integration of peacebuilding in education, careful looks should be provided on the humanization philosophy and clearly laid out plans to ensure its practice in the classroom.

### **2.1.8 Conclusion**

Based on the above literature, the major components of peace education in a curriculum can be divided into three parts; lessons in the curriculum, classroom activities and teacher training and guidance. Though the components may be different, similar contents and objectives of lessons can be seen throughout those components. To provide a clear overview a table is shown below incorporating the major components of peace education and their contents.

Table 2: Peace Education Components

<b>Text book lessons (Peace Education Contents)</b>	<b>Classroom Activities</b>	<b>Special Teacher training, Instruction, Manual, Class Conduct Method</b>
Peaceful behaviors (Self-awareness, Self-respect, Tolerance, Empathy, Reconciliation, Solidarity, Joy in living)	Debate Practice	Participatory methods of teaching and learning
Identity (Role in the society, common interest, interdependence, acceptance of others, respect for differences)	Negotiation	Classroom and administrative practices on the issues of child rights
Constructive arguments and controversy procedure (Debate, Negotiation, Peer Meditation)	Identify hazards	Activity-based teaching modules
Civic Rights and Responsibility (Sense of justice and equality, law and protection)	Role-played situations	Learner-centered approach
Social Issues (Peace, Conflict, Cause of Violence, Discrimination, Prejudice, Biasness, Inequality, others)	Other activities related to peace education lessons (contents)	Peace education lessons (content) conducting instruction in teacher manual
Problem Identification and Solving (Causes of problem, decision making, Conflict Resolution)		Pre-service and Post service training on peace education or its components
Society and Cultural Knowledge (Awareness of cultural heritage, community mechanisms for building peace and resolving conflict, history of conflict, Social and Religious norms and value)		

## 2.2 Conceptual Framework

A conceptual framework has been drafted for this study which is shown below.

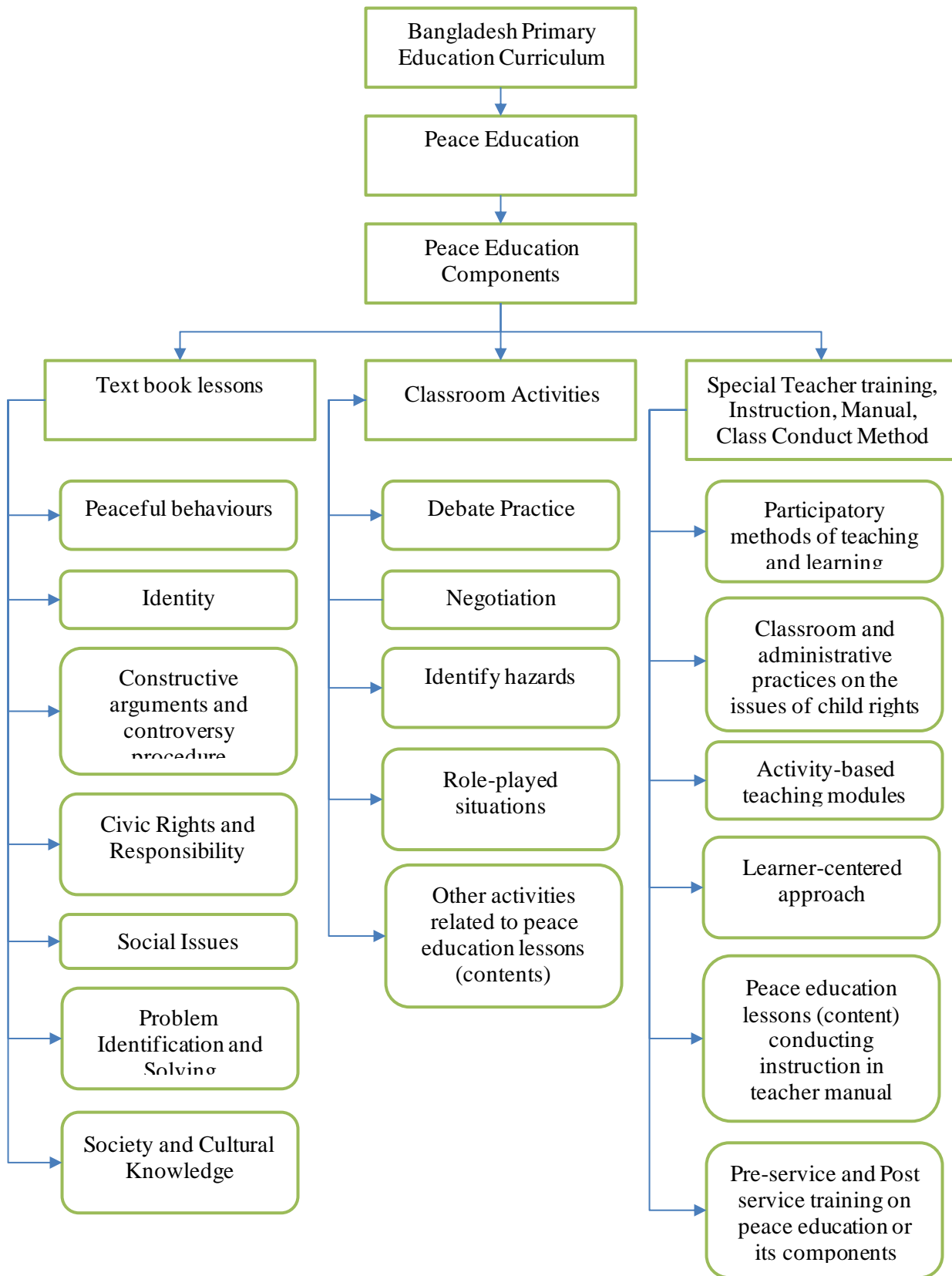


Figure 1: Conceptual Framework



The conceptual framework shows the key concepts of the research which are peace education components' scope into primary education curriculum. From the study of several fragments of research; firstly, the conceptual framework of this research is to identify the factors (components of peace education) of the independent (peace education) variable that may be related to the dependent (primary education curriculum) variables. The factors are identified through an extensive literature review. It is then related to the relation with peace education. Secondly, exploring the relation and influence of those factors between the two variables. Lastly, document analysis is conducted on primary education curriculum to identify lessons containing the factors. These lessons are studied through rigorous analysis to understand independent variable relation with the dependent variable.

## **Chapter 3**

### **Methodology**

#### **3.1 Research Approach**

Since this nature of the subject suggests exploration, the qualitative method was chosen for the research. As stated in the research title, the purpose of this study was to investigate the scope of peace education lessons in the primary education curriculum of Bangladesh. To fully understand this option, a detailed overview of the data collection and analysis process was required, for which a qualitative study was most appropriate. Rahman (2016) demonstrated in his study that qualitative research gives us an advantage in terms of generating deeper insights into developing, administering, and interpreting, all of which are critical for this research study. The qualitative strategy was chosen in order to examine in-depth data related to the investigation. A thorough document analysis was conducted in order to acquire data. All data obtained are descriptive in nature and do not contain numerical values.

As specified in the research questions, a qualitative technique with an exploratory study design was adopted since the qualitative approach generates exploratory and highly descriptive data (Hesse-Biber, 2006).

The purpose of this study was to examine the role of peace education components in Bangladesh's primary school curriculum, as defined by the researcher following a review of various worldwide and national studies on peace education. This research study was conducted to gain a holistic picture of teachers' experiences with peace education by gaining in-depth insight into their viewpoints, which was then portrayed in a narrative style after review and interpretation. The qualitative method was adopted to gain a thorough understanding of the curriculum and teacher perspective (Teddile, 2009).

Due to the exploratory principles and conceptual framework of this study, a qualitative technique was chosen as the most appropriate methodology. According to Hameed (2020), qualitative research methodology includes naturalistic, phenomenological, case study, and ethnographic approaches, which are also known as "storytelling" approaches. They are grounded theory and textual analysis techniques that facilitate the collection of detailed information based on the views and opinions of participants. In this type of study researchers employ convenient, purposive, snowball, and theoretical sampling techniques (Hameed, 2020). Purposive sampling was used to choose documents for analysis and individuals for in-depth interviews in this study because it enables the researcher to focus on a more manageable and preferred target population.

Qualitative studies acquire data through observations, semi-structured interviews, open-ended in-depth interviews, structured interviews, focus group interviews, recordings, notes, and archived documents (Mohajan, 2018; Hameed, 2020). The researcher employed document analysis and in-depth interviews since they suited the study's goal and research requirements. On the other hand, qualitative data analysis entails verbatim transcription, content analysis, and thematic (textual) analysis (Hameed, 2020). Among these data analysis approaches, the researcher chose thematic analysis since it enabled the collection of significant concepts and the construction of themes for in-depth examination of the findings. The study's reliability is determined by the results' transferability, the methodology's trustworthiness, the study's congruence with empirical findings, and the credibility of data collection materials (Shaw & Satalkar, 2018; Hameed, 2020). The researcher employed the described strategy in order to make realistic visuals.

### **3.2 Research Site**

The research followed a documentation analysis method as a way of conduct. To successfully perform that and conduct an in-depth analysis on curriculum subjects related to social studies in Bangladesh primary education curriculum was reviewed. The focus was provided to the curriculum and textbooks which covers all the lessons, their lesson objectives and provide details instructions on how to conduct those lessons; for each grade of 1, 2, a total of 1 teacher guide book, and for each grade of 3, 4, 5 a total of 1 textbooks (Directorate of Primary Education, 2021). As per one of the research questions, the researcher has collected opinions of teachers for this reason, one government primary school located in Dhaka education thana of Bangladesh was selected. The selected government primary school held teachers from diverse backgrounds which satisfy research population needs.

### **3.3 Research Participants and Sampling**

The research followed a document analysis method, to successfully select samples for document analysis, the research used purposive sampling which has supported to choose the targeted research participants, social study subject of grade 1 to grade 5 in primary education curriculum. Due to population size and document analysis method, this sampling was chosen (Benoit, 2011). For the research question seeking the teacher's perspective, the main participants were government primary school teachers from the research site government primary school. Purposive sampling was used to select 5 teachers with focus on diversification of gender, racial background and age.

### **3.4 Research Methods**

The research followed qualitative research design and as a complement to the research topic, questions and due to the nature of the study, documentation analysis and in-depth interview was selected as the research method.

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009).

Document analysis is chosen due to its support in analyzing documentary and answering specific questions related to documents or contents. Further, document analysis helps to refute, elucidate, or expand on finding across document data (Frey, 2018).

The usage of document analysis method has been done through a mix of content and thematic analysis. For content analysis, themes and questions answers were developed. It was obtained from document analysis in the literature section. Based on it, a questionnaire skim was developed through the documentation to identify those areas and note down their (questionnaire/checklist) information. For thematic analysis, those selected data were reviewed in-depth to note down emerging themes and their information (Bowen, 2009).

Interviews of the participants provided the scope to collect factual information on experiences and perception of the participants on the research questions. It gave the advantage to collect the real opinion of the participants without any influence.

### **3.5 Research Tools**

As have been discussed in the earlier section to use document analysis, both content and thematic analysis were used, and for the interview part thematic analysis was used. For content analysis, a questionnaire was designed as a research tool. The tool was capable of extracting the data required to find what research aimed to.

For the interview another questionnaire was developed which helped to take the conversation deep in the In-depth Interviews. As research tools for the interview, a semi-structured questionnaire was used.

Peace education components and their related contents were looked at throughout this study data collection process, both during documents analysis and in-depth interviews of teachers.

Whereas it was explored what types of lessons are available in the textbooks are associated with peace education, is there any activities mentioned in the lessons to perform in the classroom which is based on the peace education contents, are there any assessments related to peace education contents, and are there any specific instruction to teacher to conduct lessons which is related to peace education. During in-depth interviews, information was sought from teachers on their opinions of these peace education components and also if they have received any training on these components during their pre-service and in-service training.

Following were the themes selected for the questionnaire of document analysis: Peaceful behaviors (self-awareness, self-respect, tolerance, empathy, reconciliation, solidarity, joy in living) lessons or lessons related to it in the curriculum; Identity (role in the society, common interest, interdependence, acceptance of others, respect for differences) lessons or lessons related to it in the curriculum; Constructive arguments and controversy procedure (debate, negotiation, peer mediation) lessons or lessons related to it in the curriculum, Civic Rights and Responsibility (sense of justice and equality, law and protection) lessons or lessons related to it in the curriculum, Social Issues (peace, conflict, cause of violence, discrimination, prejudice, biasness, inequality, others) lessons or lessons related to it in the curriculum; Problem Identification and Solving (causes of problem, decision making, conflict resolution) lessons or lessons related to it in the curriculum; Society and Cultural Knowledge (awareness of cultural heritage, community mechanisms for building peace and resolving conflict, history of conflict, social and religious norms and value) lessons or lessons related to it in the curriculum; Activities/practices based on peace education contents (debate practice, negotiation, identify hazards, role-play, other activities related to peace education contents); Assessments related to peace education contents; specific instruction to teacher to conduct lessons which is related to peace education.

Following were the themes/items selected for the questionnaire of interview, ‘training or available learning opportunity for teachers on peace education or its contents (peaceful behavior, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge), ‘Activities performed on peace education or its contents in the classroom’, ‘Instructions on conducting peace education content related lessons’ and ‘Teaching learning process of peace education contents’.

In Appendix 01 and 02, the research tools are showcased.

### **3.6 Data Collection Process**

For the data collection process of document analysis, emphasis was provided on O’Leary document analysis planning process, with focus on creating a list of texts to explore, paying attention to linguistic or cultural barriers, acknowledging and addressing biases and exploring content. To explore the content, interview techniques were used, where the documents which are selected for exploring were treated as a respondent or informant. Through the questionnaire developed for document analysis, questions answers were sought through skimming the documents (O’Leary, 2014). The answers were highlighted for content analysis and later they were reviewed again for thematic analysis (Bowen, 2009).

Before the start of document analysis, the researcher carefully selected all the documents that would be analysed for the study and it was checked again to make sure the proper documents were reviewed. The documents have been collected from the Bangladesh Primary Education Administration official website Directorate of Primary Education of the year 2021. Two types of documents have been reviewed, one is the curriculum of Bangladesh and Global Studies of grade one to grade five which contains the objectives, contents and elements which would be taught to the students, and textbooks of Bangladesh and Global Studies where detailed description of each curriculum elements and contents have been given. It needs to be

mentioned that Bangladesh and Global Studies is the similar genre of social science studies practiced worldwide. To analyze the documents, each document was treated as a separate entity. As a separate entity, the researcher first selected a document and went through it with a question from the questionnaire tool of document analysis, then moved to the other questions. The information obtained as per the questions were noted down in a different sheet with reference to lesson, context and page of the document. Through the questions the following data have been sought: peace education elements mentioned in the documents, frequency of mention, their objectives and relation with the documents.

To validate the data collected through document analysis and earn teacher views of peace education, a second type of data collection method was used, in-depth interview. The interview was conducted on-site at the government primary school selected for this research; the location was based on the participants' convenience. Prior to conducting the in-depth interviews, a questionnaire instrument containing open-ended questions with necessary guidelines was developed. The drafted questionnaire was in English language as per the language of the research. Which was then translated in Bengali, the native language of interview participants for their convenience. The initial questionnaire was field tested as a pilot study with a participant at first to determine the validity of the questionnaire depending on the easiness of participants capability in understanding the questions, and if the questions are rigorous enough to seek necessary information out of participants. Based on the pilot test result, the questionnaire was re-drafted, and with the redrafted questionnaire actual interviews took place. In developing the questions of the questionnaire, Macfarlan statement on interview was considered, "Interviews need the development of rapport with participants, the provision of time for follow-up questions, a focus on non-verbal cues, and a small number of participants to ensure concentration and pertinent insights" (Macfarlan, 2020).



The in-depth interview was conducted among participants one at a time with participants' preferred time. Special focus was provided on the interview site to avoid any possible disruption. The interviews were recorded for future reference. The researcher facilitated the interview, and one external person was available for note-taking. A total of 5 interviews were conducted with the 5 teachers.

Field plan with dates and data collection activities:

*Table 3: Field Plan*

Activities	Quantity	Duration	Dates
In-depth Interview (Dhaka)	5	45 Minutes	5 <sup>th</sup> April to 20 <sup>th</sup> April, 2021

### **3.7 Letter of Informed Consent for Interview Participants**

Attached as Appendix 03.

### **3.8 Data Analysis Process**

Data was analyzed by content and thematic analysis procedure where all the data was analyzed in themes described in the research tool area. Thematic and descriptive study was chosen due to collected information being qualitative in nature. A process was followed to analyze the data. At first, data was grouped under their themes. Following those themes were again analyzed for their relevance and validity, and at the end, the data was analyzed to find out underlying information for each theme.

For the document analysis part, the sheets of data obtained through document reviews were used for analysing the data. At first all the themes of the questionnaire were written down separately in different places, and for each theme, the data which were obtained, was grouped under them. After that those data were reviewed to see if new themes have emerged, and necessary changes have been made accordingly. Following that the data were interpreted to

find out their relation to peace education contents, objectives and frequency of mention in each document. Those interpretations have been written down under each theme.

The in-depth interviews data were analysed through thematic analysis method. Among the methodologies of qualitative research are verbatim transcription (transcription of verbatim speech), content analysis, and thematic analysis (analysis of text) (Hameed, 2020). Due to its ability to collect important concepts, develop themes that might be utilized to investigate the findings in greater depth, its capacity to collect relevant concepts and produce themes that could be used to further analyze, the researcher chose thematic analysis.

For the portion of the interview, all information gathered during each interview was categorized according to the questionnaire themes. The information was then analyzed to identify and categorize any emergent themes, and any necessary changes were made as a result. The information was then re-examined to find interconnection between each statement to find out the underlying pattern. That is followed by the detailing of the nature of the pattern under each theme.

### **3.9 Ethical Consideration**

The researcher retained complete confidentiality and anonymity in the course of data collection. Pseudo names were used for quotations where possible. Consent was obtained from all participants prior to data collection. The researcher provided the participants with knowledge about the study objectives. All participants were informed that they have the right to refuse to respond to any question and to withdraw their participation from the study at any time. In addition, except for this research, the data will not be used anywhere else. In particular, the study was performed with the highest ethical care to ensure that no harm is done to the study participants. As a condition to conduct the research, ethical approval has to

be sought from BRAC Institute of Education Development', which was done as mentioned through meeting the necessary terms in the ethical approval form.

### **3.10 Limitations of the study**

Prior to conducting the research, the following limitations were identified which posed a significant threat in impacting the research result. To prevent such an issue, related strategies to reduce/remove the effects were used.

Noisy or populated research sites had a chance to distract participants. To avoid such an issue before the field activity, the research area was visited and a place was selected which is distraction free to be as the interview site.

The in-depth interviews were performed during April - May of 2021 when Bangladesh was still faced with Covid19 pandemic, this has severely impacted the feasibility of governing any interview in person. Due to this situation, the interviews were delayed for some time to find a proper place which would satisfy Covid19 safety precautions.

Inconsistent with providing related information of the research field was faced with few in-depth interviews. This has impacted overall interview conducting time.

For a few cases communication failure has occurred when trying to get a response from research participants in their willingness to participate in the research.

As an in-depth researcher, the researcher faced time constraints when performing document analysis in multiple documents which each needed careful focus and detailed investigations.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

This chapter elaborates in detail the data collected from the documentation analysis and in-depth interview. The results have been themed in such a way that all the document analysis and in-depth interview information comes out to a final decision. These decisions are also voted on by the respective teachers. As per requirement of the conceptual framework, each of the result sections has been standardized for data visualization. These standardized results can be retained as further research material. This chapter is organized chronologically according to the data collecting procedure, which can be separated into two sections: document analysis and in-depth interview. Following each segment, a summary of the session's outcome was discussed. Additionally, the document section discusses the following topics in order: first, the document analysis essential elements have been reiterated for the reader's convenience, followed by the document analysis results for each grade BGS textbook, and last, the curriculum. The document analysis results included the aspects of peace education discovered in each textbook, their frequency, and the manner in which these elements were conveyed. To begin the in-depth interview segment, a summary of the interview section has been provided. Following that, an elaborate data presentation based on the themes of the in-depth interview was presented. Each in-depth interview theme also includes quotes from interview participants on the subject.

#### **4.2 Text Book Analysis Outcome**

There were ten “Lesson-Segments” that have been searched into the books’ contents. The lesson-segments can be envisioned as follows-

1. Peaceful Behaviors:

Self-Awareness, Self-Respect, Tolerance, Empathy, Reconciliation, Solidarity, Joy in Living.

2. Identity:

Role in The Society, Common Interest, Interdependence, Acceptance of Others, Respect For Differences.

3. Constructive Arguments and Controversy:

Debate, Negotiation, Peer Meditation.

4. Civic Rights and Responsibility:

Sense of Justice and Equality, Law And Protection.

5. Social Issue:

Peace, Conflict, Cause of Violence, Discrimination, Prejudice, Biasness, Inequality, Others

6. Problem Identification and Solving:

Causes of Problem, Decision Making, Conflict Resolution

7. Society and Cultural Knowledge:

Awareness of Cultural Heritage, Community Mechanisms for Building Peace and Resolving Conflict, History of Conflict, Social and Religious Norms and Value

8. Activities/Practices based on Peace Education Contents:

Debate Practice, Negotiation, Identify Hazards, Role-Play, Other Activities Related to Peace Education Contents

9. Assessments related to Peace Education Contents.

10. Specific Instruction to Teacher to Conduct Lessons related to Peace Education Contents.

## 4.2.1 Grade 1

In Grade one, children can find lessons related to peace education from “Poribesh Porichiti Somaj O Biggan (PPSOB)” which translate into ‘Introduction to Social, Environment and Science’; a government mandated teaching manual for teachers of primary school to help them divulge information on topics related to social science and science to students of grade one (NCTB, 2016). Research has been made on that text book. The teacher manual has 16 chapters to cover its curriculum-based education.

After a rigorous analysis of the textbook, it has been found that some lessons were related to the “Peaceful Behavior” segment. These can be categorized in two subsections.

- Joy in Living – The kids of the class have been shown the joy in living among people and culture by taking them to preferable ones. Showing how nature feels and responds. (*Cited: PPSOB, G1, Lesson 1, Page 1-2*)
- Self-Awareness – Not to use violence, warning for related future clashes. And to be aware of objects or situation that may cause harm (*Cited: PPSOB, Lesson 4, Page 26-29*) (*Cited: PPSOB, G1, Lesson 12, Page 62-65*)

Three sub-sections of “Identity” related segments have been found in the textbook. These are implanted into contents of different chapters

- Role in the Society – Teaching students how to help people with different age and gender, in the family or in the society. (*Cited: PPSOB, G1, Lesson 4, Page 19-21*) (*Cited: PPSOB, Lesson 5, Page 30-33*)
- Respect for Differences – Demonstrating all types of students does have the right to live naturally and all should respect each other. (*Cited: PPSOB, G1, Lesson 4, Page 22-26*)

*Quote: We are all human. As human regardless of old-young, male-female, rich-poor, ethnicity-race-caste, we are friend of each other.*

*(Cited: PPSOB, G1, Lesson 4, Page 22)*

- Interdependence – Teaching our interdependency among family and society. In collecting food, doing business and living life together. *(Cited: PPSOB, G1, Lesson 4, Page 19-21)*

For Grade 1, “Civic Rights and Responsibility” segment gets a little bit complicated. Still “Sense of Justice and Equality” has been allocated.

- Sense of Equality: Not to underestimate any individual. Everyone has the right to play and live. *(Cited: PPSOB, G1, Lesson 4, Page 22)*

The kids are taught to make some social decisions which can be categories in “Problem Identification and Solving”.

- Decision Making – Student was provided with a difficult situation where they have to take decision among multiple options to resolve it. *(Cited: PPSOB, G1, Lesson 4, Page 26-29)*

*Quote: One student didn't share his book with the student who forgot to bring that. Teacher wanted to let the other students decide if they will share the book or not. Some students wanted to share and it had been appreciated. (Cited: PPSOB, G1, Lesson 4, Page 27)*

To make the foundation of a kid better, “Society and Cultural Knowledge” associated education is necessary. The grade 1 textbook also implemented this segment in different parts in several chapters.

- Community Mechanisms for Building Peace – Introducing with new students politely, teaching equality. Showing the good of sharing (example: book, toy).  
(Cited: PPSOB, G1, Lesson 4, Page 26-29)

*Quote: One student didn't share his book with the student who forgot to bring that. Teacher wanted to let the other students decide if they will share the book or not. Some students wanted to share and it had been appreciated. (Cited: PPSOB, G1, Lesson 4, Page 27)*

- Awareness of Cultural Heritage – National days and subjects. (Cited: PPSOB, G1, Lesson 14, Page 73-80)
- History of Conflict – 1952, 71 conflict in East Pakistan (Presently Bangladesh)  
(Cited: PPSOB, G1, Lesson 14, Page 74-78)

There are some Activities/Practices (based on peace education contents) on the textbook plan. In those activities and practices three categories have been found major.

- Role-play – Text book roles or characters have been implemented by students to keep it up on real-life. (Cited: PPSOB, G1, Lesson 4, Page 27)
- Identify Hazards – Possible situation or objects which may cause harm.  
(Cited: PPSOB, G1, Lesson 12, Page 62-65) (Cited: PPSOB, G1, Lesson 5, Page 34)
- Other Activities Related to Peace Education Contents – Classroom demonstrations. (Cited: PPSOB, G1, Pictures, Page 97-135)

However, there are no “Constructive Arguments and Controversy Procedure” and “Social Issues” related contents in any chapter.



Assessments: Teachers assigned students to practice the roles of textbook character and story.

These assessments involved their mind to involve themselves in peace education. (*Cited:*

*PPSOB, G1, General Instructions for Teachers*)

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: The

textbook has instructions to gently approach students about the materials. Teachers will make

them play with the ethics and storyline of book. (*Cited: PPSOB, G1, General Instructions for*

*Teachers*)

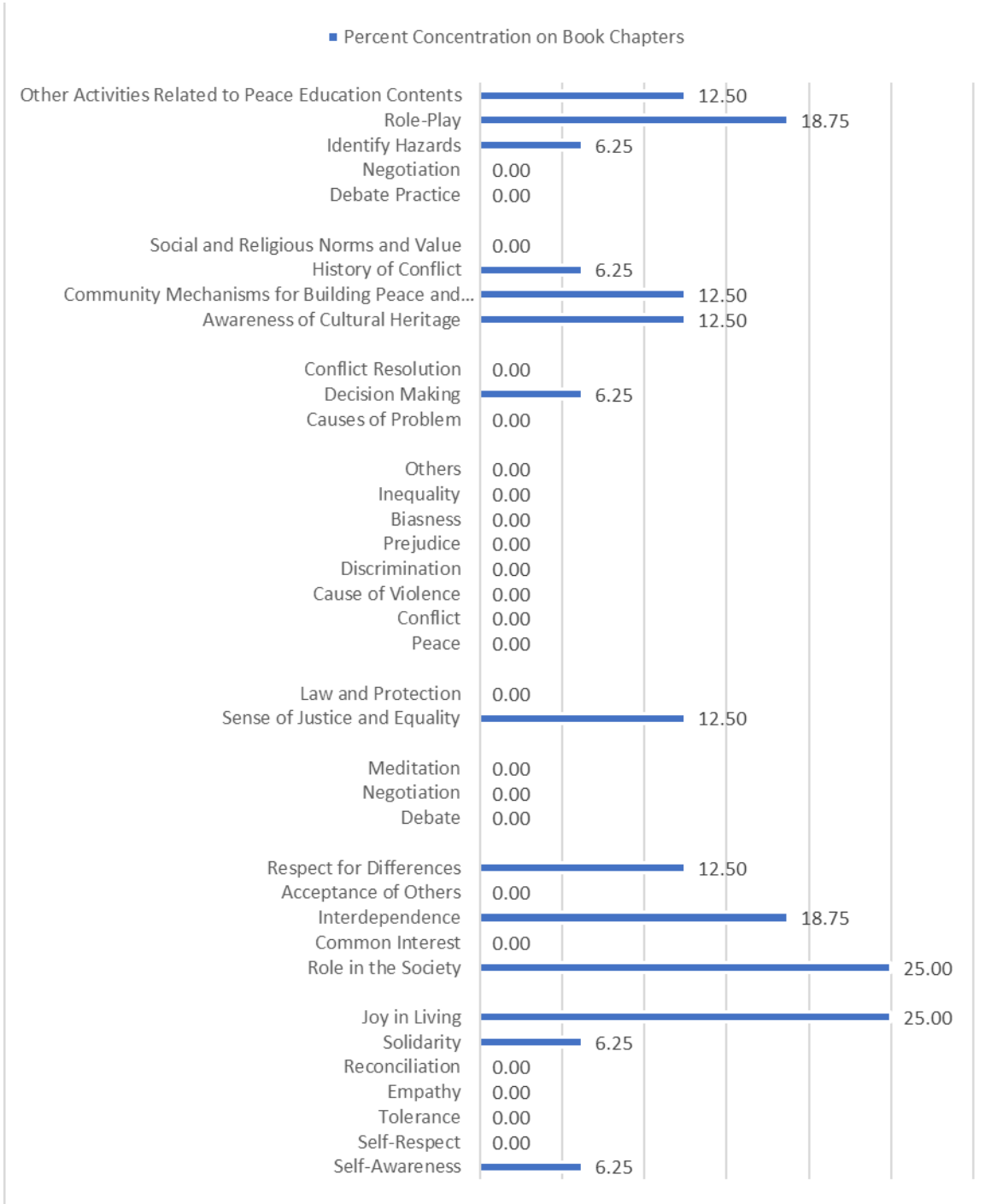


Figure 2: Grade 1 Concentrations

## 4.2.2 Grade 2

In Grade two, the textbook entitled “Poribesh Porichiti Somaj O Biggan (PPSOB)” which translate into “Introduction to Social and Environmental Science” remained continuous to support children’s social and environmental education, few of those lesson has components of peace education integrate into them. This text book which is a government mandated teaching manual has twenty chapters to cover its curriculum-based education. Comparatively to grade one’s textbook, grade one’s one remained quite similar. But with segments’ similarity, extension of concept, theory and execution have been realized throughout the analysis.

“Peaceful Behavior” segment has been seen as Grade 1’s one. These can also be characterized into two subsections.

- Joy in Living – Practicing the togetherness among people, family and culture has been established through demonstrative education. The visualization of living has been shown to students. (Cited: PPSOB, G2, Lesson 6, Page 26-28)

*Quote: Would love everyone and respect them. (Cited: PPSOB, G2, Lesson 6, Page 26)*

- Self-Awareness – Looking out to risk factors that may cause harm during playing or any other activities. Not to get involved in clashes while playing, and (Cited: PPSOB, G2, Lesson 16, Page 67-69)

*Quote: Would learn what to do to remain safe during playing and other activities. (Cited: PPSOB, G2, Lesson 16, Page 67-69)*

Unlike Grade 1, four sub-sections of “Identity” related segments have been found in the textbook. At this stage, it emphasizes more from a relationship perspective.

- Role in the Society – With one step forward practice, roles in the family and society have been focused. For different ages and individuals, different types of attitudes have evolved throughout the lessons. *(Cited: PPSOB, G2, Lesson 7, Page 30-32)*
- Respect for Differences – As the Grade 2 students grow a little bit more in understanding, the respect levels have been demonstrated regarding that. Respectful behavior has been introduced in the classroom as well. *(Cited: PPSOB, G2, Lesson 6, Page 26-28)*
- Interdependence – Teaching our interdependency among family and society. In work, food harvesting and business etc. *(Cited: PPSOB, G2, Lesson 7, Page 30-32)*
- Acceptance of Others – To adopt various cultures, relations, different personalities. *(Cited: PPSOB, G2, Lesson 6, Page 26-28)*

For Grade 2, “Civic Rights and Responsibility” segment gets a little bit complicated. Still, “Sense of Justice and Equality” has been allocated.

- Sense of Justice and Equality: Justice in 1952/1971 1952, 71 conflict in East Pakistan (Presently Bangladesh). Not to underestimate any individual. Everyone has the right to play and live. *(Cited: PPSOB, G2, Lesson 19, Page 80-82) (Cited: PPSOB, G2, Lesson 20, Page 83-84, 89-90, 92-93)*

“Social Issues” have been visualized here. On the historical movements of Bangladesh, the reflection of social issues suddenly arose relatively.

- Cause of Violence – One 1952 firing. 1971 Pakistani army. (*Cited: PPSOB, G2, Lesson 19, Page 80-82*) (*Cited: PPSOB, G2, Lesson 20, Page 83-84, 89-90, 92-93*)
- Biasness – 1952 rights. (*Cited: PPSOB, G2, Lesson 19, Page 80-82*) (*Cited: PPSOB, G2, Lesson 20, Page 92-93*)

To make the foundation of a kid better, “Society and Cultural Knowledge” associated education is necessary. The grade 2 textbook also implemented this segment in different parts in several chapters.

- Community Mechanisms for Building Peace – The proper way to behave with others in the society, and show them respect. The ethically values to be followed as a member of the society. Introducing with new students politely, teaching equality. Showing the good of sharing (example: book, toy). (*Cited: PPSOB, G2, Lesson 15, Page 63-66*)

*Quote: Do not take other things without permission. Always speak the truth. (Cited: PPSOB, G2, Lesson 15, Page 65)*

- Awareness of Cultural Heritage – Cultural heritage sites, cultural elements (Folklore, Story, Poem, etc.), traditions and culturally significant days including national days have been focused upon. (*Cited: PPSOB, G2, Lesson 20, Page 84-93*)
- History of Conflict – 1952, 71, 1952, 71 conflicts in East Pakistan (Presently Bangladesh) (*Cited: PPSOB, G2, Lesson 19, Page 80-82*) (*Cited: PPSOB, G2, Lesson 20, Page 83-84, 89-90, 92-93*)

Activities/Practices (based on peace education contents) have been visible in the textbook.

Among five sub-sections, two types have been focused for Grade 2.

- Identify Hazards – To identify elements of the environment and surrounding which may cause harm during playing, or any other activities. *(Cited: PPSOB, G2, Lesson 16, Page 67-69)*

*Quote: Would learn what to do to remain safe during playing and other activities. (Cited: PPSOB, G2, Lesson 16, Page 67-69)*

- Other Activities Related to Peace Education Contents – Classroom behavior, polite communication structure building up on society. *(Cited: PPSOB, G2, Lesson 14, Page 59-62)*

Depending on the maturity level of Grade 2, “Constructive Arguments and Controversy Procedure” is absent from the textbook. But the “Problem Identification and Solving” related contents are totally vanished on all chapters.

Assessments: Teachers took or placed students to some drama or scenario based on text topic. They tried to demonstrate text facts and make students attend interactive sessions. *(Cited: PPSOB, G2, General Instructions for Teachers)*

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: By performing classroom drama, demonstration or act, teachers have been instructed to visualize the textbook contents. *(Cited: PPSOB, G2, General Instructions for Teachers)*

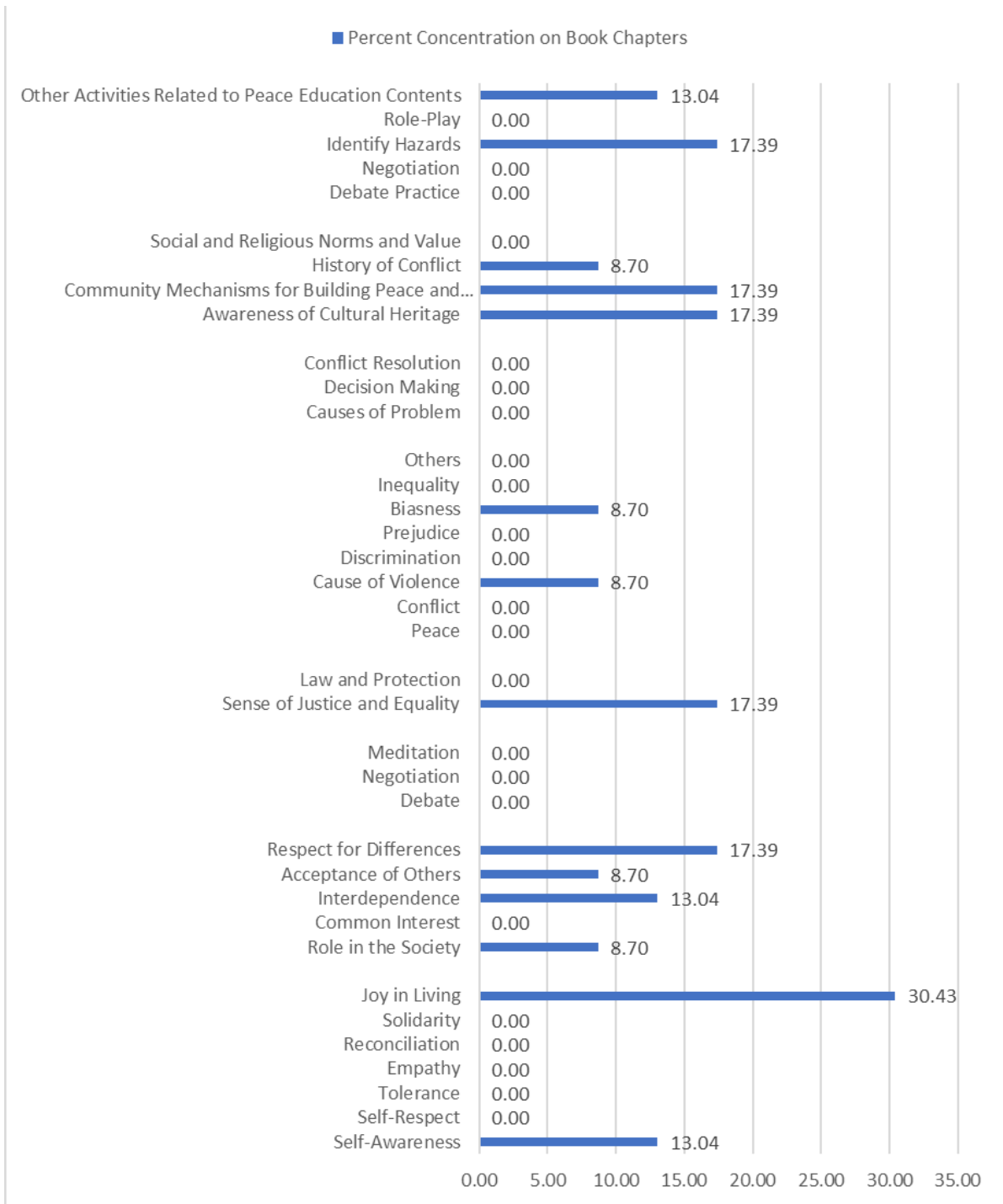


Figure 3: Grade 2 Concentrations

### 4.2.3 Grade 3

In Grade 3, Bangladesh government mandated textbook for students “Bangladesh and Global Studies (BGS)” educates the students about their necessary ethics and related issues. The textbook of Grade 3, has 12 chapters to focus on.

Among seven sections of “Peaceful Behavior”, three of them have been reflected.

- Joy in Living – Teaching the growing students about the joy in living among various people and dynamic culture. *(Cited: BGS, G3, Lesson 2, Page 10-11)*
- Solidarity – Lesson touched details of how-to live-in cohesion with people from different backgrounds During class hours, the mutual support mentality has been developed among the students. *(Cited: BGS, G3, Lesson 2, Page 10-11)*

*Quote: So we need to support one another and respect everybody.*

*(Cited: BGS, G3, Lesson 2, Page 10)*

- Empathy – Making students familiarized with different sorts circumstances and feelings their relatives, acquaintances, social members and others may have and need to deal with; how to respect them; and show the needed support. *(Cited: BGS, G3, Lesson 2, Page 10-11)*

Four sub-sections of “Identity” related segments have been found in the textbook. Different chapters have been constructed with these values.

- Role in the Society – The responsibilities demonstrated the role in the society and family. What a good persons’ behavior/qualities will be like, are shown inside. The lessons to help others or to handle unfavorable situations are also



represented on the write-ups. *(Cited: BGS, G3, Lesson 3, Page 20-21) (Cited: BGS, G5, Lesson 5, Page 28-31) (Cited: BGS, G3, Lesson 6, Page 32-37)*

*Quote: Follow family rules; respect parents and elders; look after the sick members of the family. (Cited: BGS, G3, Lesson 3, Page 20)*

- Respect for Differences – Students have been taught to respect different age, occupation and thinking. *(Cited: BGS, G3, Lesson 2, Page 10-11)*
- Interdependence – Our nature of interdependency has been taught among family and society. In work, food, business etc. *(Cited: BGS, G3, Lesson 6, Page 32-37)*
- Acceptance of Others – By following the textbook’s instruction, students learnt to accept students from different distinction. *(Cited: BGS, G3, Lesson 2, Page 10-11)*

The “Civic Rights and Responsibility” of Grade 3 students has been settled on sense of justice and equality. Though it has been inherited indirectly from the historical movements of 1952, yet it has been a part of education.

- Sense of Justice and Equality: The civic rights have been taught to form equality. The citizens of a nation, have the right to treat equally in all forms of activity and distributions. To build justice and establish equality in Bangladesh, the movements of 1952 have been demonstrated in the book. Students learnt the synopsis of the movements. *(Cited: BGS, G3, Lesson 11, Page 62-63)*

The students have visualized some “Social Issues' ' where they gathered a little extra knowledge regarding the phenomena.

- Biasness – Pakistani government started conspiracy on East Pakistan leader (Presently Bangladesh) Sheikh Mujibur Rahman’s Leadership during the year 1960-1971. The biases shown in the later history creates an impact on the students’ brain. *Cited: BGS, G3, Lesson 10, Page 58) (Cited: BGS, G3, Lesson 11, Page 62-65)*
- Conflict – For the freedom of Bangladesh, the conflict of opinion and leadership between two countries has been introduced. These conflicts arise from several decisions among students to make. *(Cited: BGS, G3, Lesson 11, Page 62-65)*
- Inequality – Pakistanis showed inequality to Bangladeshis. When students read about the inequality and the formation of movements later, these inequality forms a fighting alike thinking on students mentality. *(Cited: BGS, G3, Lesson 11, Page 62-65)*

After several conflicts and rage topics, the “Problem Identification and Solving” related education has also been integrated on the textbook.

- Decision Making – Students have been taught to fight against torture, cruel restriction and biases in society. These educations are indirect on the textbook. They are learning it automatically by imaging the history. *(Cited: BGS, G3, Lesson 11, Page 62-65)*

Grade 3 is a good time to make the foundation of “Society and Cultural Knowledge” strong. The textbook connected four sections in several chapters to build up the progress.

- Community Mechanisms for Building Peace – Developing peace in family and society has been the key to build peace for the students. So, multiple

theoretical knowledge has been executed here. (*Cited: BGS, G3, Lesson 5, Page 28-31*)

- Awareness of Cultural Heritage – Acknowledgement of Hindu, Buddhist, Christian and Muslim festivals have been carried out in some chapters. And some cultural heritage has been reflected in a few portions. (*Cited: BGS, G3, Lesson 2, Page 10-15*)
- History of Conflict – The conflicts of 1952 and 1971 between East Pakistan (Presently Bangladesh) and West Pakistan (Presently Pakistan) have been introduced with a bit more explanation. These histories of conflict between two nations, make a mixed impact on the listeners. (*Cited: BGS, G3, Lesson 11, Page 62-65*)
- Social and Religious Norms and Value – Students have been given a detailed overview of an ideal society member characteristics and the way to reflect values and norms of society upon oneself. (*Cited: BGS, G3, Lesson 5, Page 28-31*)

Quote: Good people behave well with other. They never harm others but help other. (*Cited: BGS, G3, Lesson 5, Page 28*)

For peace education, Activities/Practices are necessary. Fortunately, the textbook allows these practices. Two sections have been seen throughout the chapters inside.

- Role-play – The role-play has been established for family and society. So that student can build up their mind and train themselves for that. (*Cited: BGS, G3, Lesson 5, Page 29*)

- Identify Hazards – The textbook has been limited to pollution and environmental hazard identification. (*Cited: BGS, G3, Lesson 7, Page 38-43*)

Strangely, it has been three continuous years where “Constructive Arguments and Controversy Procedure” related topics have been excluded from textbooks. Some structural contents could be deployed to keep the positivity inside arguments.

Assessments: Teachers have assigned students to practice the peace keeping with real life implementation while playing and learning through practical demonstration. (*Cited: BGS, G3, General Instructions for Teachers*)

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: Teachers have been instructed to gently make students understand and make the textbook actions visualize with pictorial demonstrations. (*Cited: BGS, G3, General Instructions for Teachers*)

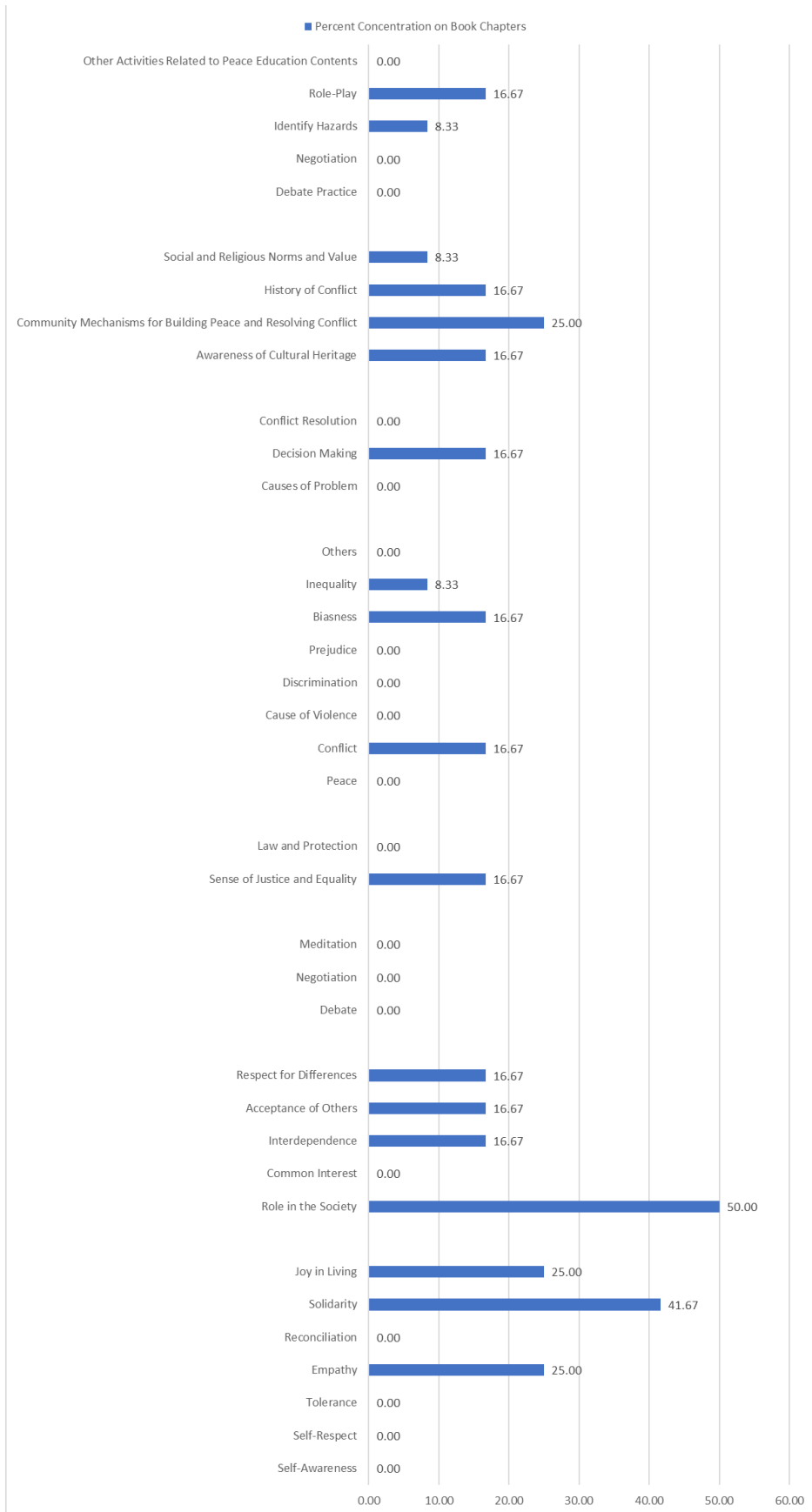


Figure 4: Grade 3 Concentrations

#### 4.2.4 Grade 4

Keeping similarity with Grade 3, the government mandated social studies textbook for students of Grade 4 ‘Bangladesh and Global Studies’ has been extended a little bit. The textbook has 16 chapters.

Three parts of the “Peaceful Behavior” segment have been spotted in those chapters.

- Tolerance – To initialize tolerance, listening practice has been established among the students. So that they become tolerant and think before expressing any opinion. (Cited: BGS, G4, Lesson 6, Page 28-29)

*Quote: Showing respect to other opinion is called tolerance. Tolerance is a major social quality. (Cited: BGS, G4, Lesson 6, Page 28)*

- Solidarity – One of the lessons have taught students to work together with fellow other gender people for prosperity. Another lesson has assigned students to show respect, and interests to other people culture with the view to create mutual bond with them. (Cited: BGS, G4, Lesson 2, Page 6-7) (Cited: BGS, G4, Lesson 3, Page 10-17)
- Self-Awareness – Awareness about rights as a citizen has been focused on with pictorial demonstration. (Cited: BGS, G4, Lesson 4, Page 18-24)

*Quote: The rights which are essential for healthy and better living are known as social rights. (Cited: BGS, G4, Lesson 4, Page 20)*

Two sub-sections of “Identity” related segments have been found in the textbook. These are implanted into the contents of different chapters.

- Role in the society – The society’s different roles need to be performed by people as been discussed in this lesson. Further it has elaborated how each role

is essential for the society, we should not discriminate or be bias toward a profession or role perform by a person and we should bore our due respect to them. *(Cited: BGS, G4, Lesson 7, Page 32-37)*

- Respect for differences – Students have been taught about the rights of all types of students to live naturally. They also learn to respect each other. *(Cited: BGS, G4, Lesson 2, Page 8-9)*

“Civic Rights and Responsibility” become essential for Grade 4. For that reason, both of the sections have been deployed in the textbook with emphasis.

- Sense of Justice and Equality: Students have been shown not to create discrimination between men and women. Everyone has the right to work and live. Both genders should cooperate in every chore. Besides, all the different linguistic, religion and occupation people should be treated equally. Students are also taught to treat their friends and family as justice. *(Cited: BGS, G4, Lesson 2, Page 6-7)*
- Law and Protection – The introduction to law related personnel has been done as minimal. The concept of law and protection has been introduced here. *(Cited: BGS, G4, Lesson 7, Page 36)*

As the students grow up, the “Social Issues” creates an impact on their mind and social state. There are some conflicts where students find themselves thoughtful.

- Conflict – Students gather more knowledge from Grade 4 textbook about the freedom of Bangladesh. The conflict of opinion and leadership between two countries (Bangladesh and Pakistan) has been explained more with historical talk. *(Cited: BGS, G4, Lesson 15, Page 74-79)*

“Problem Identification and Solving” becomes a natural segment while growing up. The textbook defined the decision-making criteria only for the violent parts in a passive violence.

- Decision Making – Students learned to distinguish between good and bad with the intention of taking proper decision. Beside students indirectly learned to build up procession against biasness, discrimination and violation of human rights. In another lesson decision making on the basis of democracy was introduced, where among multiple decision-making choice one with the highest support would be chosen. *(Cited: BGS, G4, Lesson 5, Page 24-27)*  
*(Cited: BGS, G4, Lesson 6, Page 30-31)*

In Peace education, “Society and Cultural Knowledge” are most necessary. However, only three sections have been integrated here. But there is a massive controversy about how pupils will take the concept and develop it in their brain in the near future.

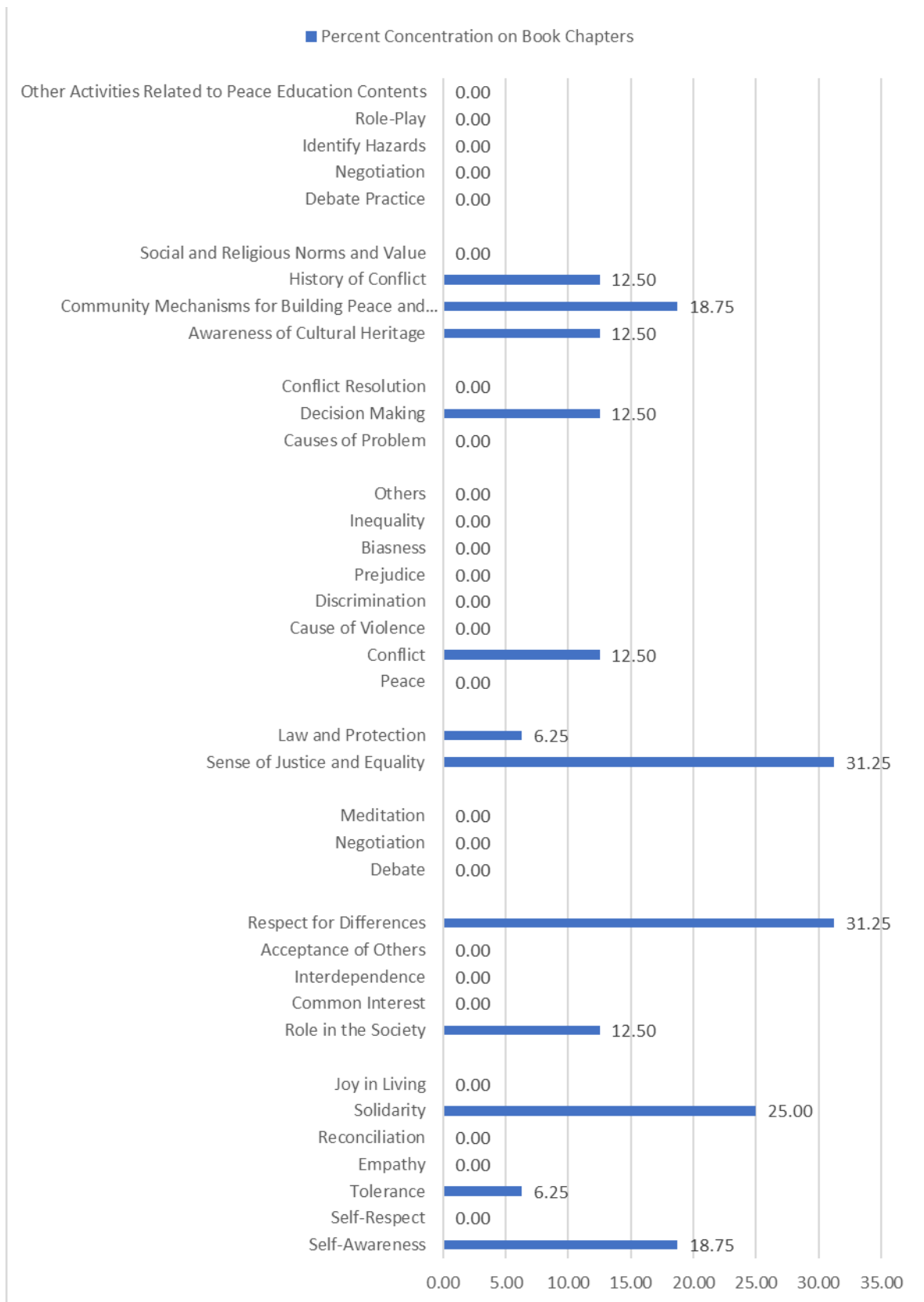
- Community Mechanisms for Building Peace – In one lesson student was introduced on the proper way to behave. With resolution conflict based on democracy mechanism was talked about another lesson *(Cited: BGS, G4, Lesson 5, Page 24-27)* *(Cited: BGS, G4, Lesson 6, Page 30-31)*
- Awareness of Cultural Heritage – The tradition and culture of Bangladesh, and the indigenous people culture have been focused here. To keep symmetry on the tribal views and brotherhood, the cultural differences have been visualized with pictures. *(Cited: BGS, G4, Lesson 3, Page 10-17)* *(Cited: BGS, G4, Lesson 16, Page 80-85)*
- History of Conflict – Like all the versions, historical conflicts of 1952 and 1971 have been shown with more brief. *(Cited: BGS, G4, Lesson 15, Page 74-79)*



There is no direct mention of “Constructive Arguments and Controversy Procedure” or its components in the textbook, but there is a lesson on democracy and how it works, which has an indirect connection with the debate component under this peace education component.

Assessments: According to the textbook strategy of Grade 4, teachers only provide textbook knowledge to students. *(Cited: BGS, G4, General Instructions for Teachers)*

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: No special instructions have been given to the teachers regarding peace education.



*Figure 5: Grade 4 Concentrations*

## 4.2.5 Grade 5

The Bangladesh Government mandated text book ‘Bangladesh and Global Studies’ for grade five has been set with 12 chapters. After a severe scrutiny of the textbook, it has been found that some lessons were related to peace education.

For the segment “Peaceful Behavior”, three sections can be assured.

- Self-Awareness – Awareness about children rights have been introduced through the contents. Social-awareness has been built up for students about “stranger danger” in textbooks. To keep ourselves safe from hazards, several phenomena have been visualized. *(Cited: BGS, G5, Lesson 7, Page 56) (Cited: BGS, G5, Lesson 9, Page 70-74)*

*Quote: Discuss with the help of your teacher about the story of Rakib and ‘Stranger Danger’. Discuss together with the class about how you can be safe from any kind of danger of the strangers. (Cited: BGS, G5, Lesson 9, Page 71)*

- Empathy – The lesson has introduced how to create mutual understanding between people through being empathetic to each other and their situations. This information has been visualized with text and pictorial education. *(Cited: BGS, G5, Lesson 9, Page 71)*
- Joy in Living – Small part has been introduced for the joy in living at the civic rights section. *(Cited: BGS, G5, Lesson 7, Page 56)*

Two sections of “Identity” related segments have been found in the textbook. These are integrated into contents of different chapters

- Role in the Society – Only the role of women has been focused here focusing on their essential contribution in the society’s development. *(Cited: BGS, G5, Lesson 8, Page 64)*
- Respect for Differences – The difference has been limited to ethnic groups and people with disability in this textbook. To showcase respect to other distinction has been mentioned *(Cited: BGS, G5, Lesson 11, Page 82-91)*

“Civic Rights and Responsibility” has been focused with three types of category allocation in two different sections.

- Sense of Justice and Equality: Justice against barbarism of Pakistanis has been demonstrated in brief. The concept of equal rights of Bengali people of East Pakistan and for all in society. The students have been informed that, from autistic children to poor, everyone has the right to work and live. Every citizen and pupil should cooperate with each other. Moreover, the justice should be done for violence against women. *(Cited: BGS, G5, Lesson 1, Page 2-13)*  
*(Cited: BGS, G5, Lesson 7, Page 58)*
- Law and Protection – Few laws and protection related issues have been projected in this textbook. The violation of women and children’s rights should be removed in society. Proper Law and protection have been assigned for the criteria. *(Cited: BGS, G5, Lesson 8, Page 68)* *(Cited: BGS, G5, Lesson 7, Page 60)*

*Quote: Some children have to work in the fields, in brick kilns, or in factories, although children labour below the age of 18 is illegal.*  
*(Cited: BGS, G5, Lesson 7, Page 60)*

It seems, the textbooks are focusing on the “Social Issues” more to build up awareness and facts among students. Three sections have been spotted during the analysis.

- Discrimination - Gender discrimination has been introduced here. And a case represented to show the way Begum Rokeya uplifted the women’s right and motivated women to be educated and to go to work. She removed the barrier of the gender discrimination. *(Cited: BGS, G5, Lesson 8, Page 64-68)*
- Cause of violence – Women were tortured for dowry related issues. Barbaric Attacks by Pakistani, Election discrimination. *(Cited: BGS, G5, Lesson 8, Page 64-68)*
- Conflict – Conflict between two genders introduced acid attack. Fighting for the freedom of Bangladesh, the conflict of opinion and leadership between two countries and rulers have been introduced. *(Cited: BGS, G5, Lesson 8, Page 64-68) (Cited: BGS, G5, Lesson 1, Page 2-13)*

Like previous versions, “Problem Identification and Solving” become a regular segment involvement on the content. Though the direction of decision making is going to the violence deeply, which can be still debatable.

- Decision Making – To demonstrate building up procession against biases, discrimination, violation of human rights. The decision-making process further disseminated with the thought of the way democracy worked, and student have been encouraged to practice the method of democracy in their everyday life *(Cited: BGS, G5, Lesson 7, Page 56-63) (Cited: BGS, G5, Lesson 10, Page 78-81)*

*Quote: We have to remember we will take decision through discussion and be respectful to each other (Cited: BGS, G5, Lesson 10, Page 80)*

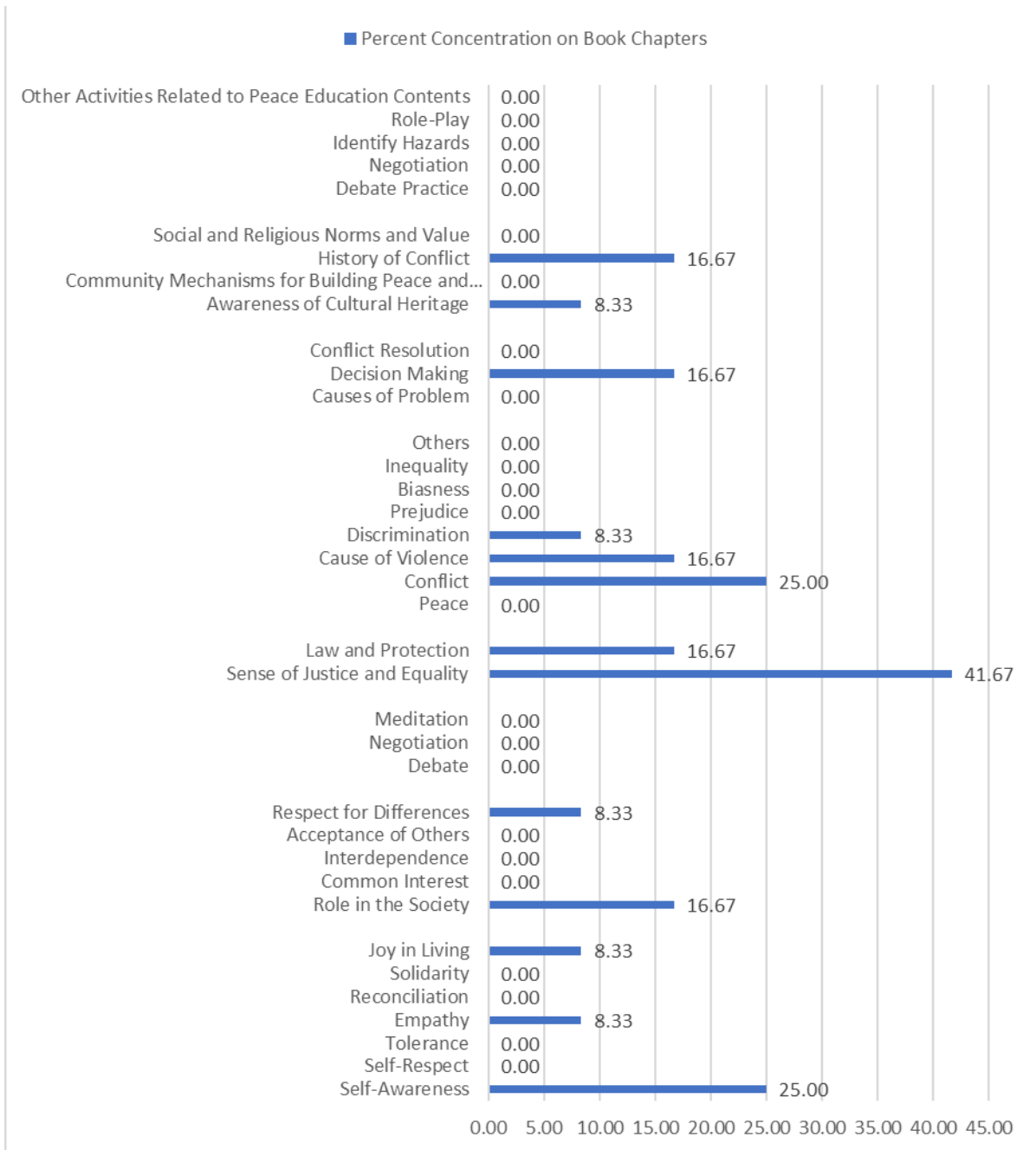
The tribal and religious point of view can be changed if the textbook includes “Society and Cultural Knowledge”. Being in Grade 5, students can still get two sections of the segments.

- Awareness of cultural heritage – The social culture of Bangladesh and its indigenous people have been focused here. These concepts can lead the generations to positive thinking and peace building mentality. *(Cited: BGS, G5, Lesson 11, Page 82-91) (Cited: BGS, G5, Lesson 3, Page 22-29)*
- History of conflict – There are more history of conflicts introduced in this grade. The 1952, 1966, 1969, 1970, 1971 history of East Pakistan (at present Bangladesh), and its British colonial history conflicts have been explained to create the conceptual image of every student. *(Cited: BGS, G5, Lesson 1, Page 2-13) (Cited: BGS, G5, Lesson 2, Page 14-21)*

Similarly, to the previous textbook, “Constructive Arguments and Controversy Procedure” and “Activities/Practices (based on peace education contents)” related contents were absent totally on the chapters.

Assessments: In Grade 5, teachers focus on teaching students about empathy, solidarity, co-operation and helpful mentality growth. From these views, they create practical assessments. *(Cited: BGS, G5, General Instructions for Teachers)*

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: No special instructions have been given to the teachers regarding peace education. *(Cited: BGS, G5, General Instructions for Teachers)*



*Figure 6: Grade 5 Concentrations*

### 4.3 Overview & Key Emphasis of Grade 1 to 5 on Peace Education

#### Contents

According to the result analysis of section 4.2, some key points can be sorted for the peace education level from Grade 1 to 5. Table 4 indicates the findings with corresponding remarks. The table components explanation is further detailed in the following passages of this section.

*Table 4: Key Emphasis Based on Peace Education*

Grade	One	Two	Three	Four	Five
Key Focus	Role-Play, Joy in Living	Joy in Living, Community Mechanism for Building Peace	Role in the Society, Solidarity	Sense of Justice and Equality, Respect for Differences	Sense of Justice and Equality, Self-Awareness
Top 3 Key Contents	Identity, Peaceful Behaviors, Activities/Practices based on Peace Education Contents	Identity, Peaceful Behaviors, Society and Cultural Knowledge	Identity, Peaceful Behaviors, Society and Cultural Knowledge	Identity, Peaceful Behaviors, Society and Cultural Knowledge	Peaceful Behaviors, Civic Rights and Responsibility, Social Issues

Table 5 showcases an overview of peace education components presence in the BGS textbook of grade one to five. This table is in detail explained in the following passages of this section.



Table 5: Overview of Peace Education Components Presence In Textbooks

Peace Education Components		Presence of components in the BGS Textbooks (P - Present, A - Absent)				
Main Components	Sub-Sections	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Peaceful Behaviors	Self-Awareness	P	P	A	P	P
	Self-Respect	A	A	A	A	A
	Tolerance	A	A	A	P	A
	Empathy	A	A	P	A	P
	Reconciliation	A	A	A	A	A
	Solidarity	A	A	P	P	A
	Joy in Living	P	P	P	A	P
Identity	Role in The Society	P	P	P	P	P
	Common Interest	A	A	A	A	A
	Interdependence	P	P	P	A	A
	Acceptance of Others	A	P	P	A	A
	Respect for Differences	P	P	P	P	P
Constructive Arguments and	Debate	A	A	A	A	A
	Negotiation	A	A	A	A	A

Controversy	Peer Meditation	A	A	A	A	A
Civic Rights and Responsibility	Sense of Justice and Equality	P	P	P	P	P
	Law and Protection	A	A	A	P	P
Social Issue	Peace	A	A	A	A	A
	Conflict	A	A	P	P	P
	Cause of Violence	A	P	A	A	P
	Discrimination	A	A	A	A	P
	Prejudice	A	A	A	A	A
	Biasness	A	P	P	A	A
	Inequality	A	A	P	A	A
	Others	A	A	A	A	A
Problem Identification and Solving	Causes of Problem	A	A	A	A	A
	Decision Making	P	A	P	P	P
	Conflict Resolution	A	A	A	A	A
Society and Cultural Knowledge	Awareness of Cultural Heritage	P	P	P	P	P
	Community Mechanisms for Building Peace and Resolving Conflict	P	P	P	P	A

	History of Conflict	P	P	P	P	P
	Social and Religious Norms and Value	A	A	P	A	A
Activities/ Practices based on Peace Education Contents	Debate Practice	A	A	A	P	A
	Negotiation	A	A	A	A	A
	Identify Hazards	P	P	P	A	A
	Role-Play	P	A	P	A	A
	Other Activities Related to Peace Education Contents	P	P	A	A	A
Assessments related to Peace Education Contents	P	P	P	A	P	
Specific Instruction to Teacher to Conduct Lessons related to Peace Education Contents	P	P	P	A	A	

To supplement the tables (Table 4 & 5), the primary components of peace education described in detail in the grade one to grade five BGS textbook can be examined. While students in grades one and two are not required to take BGS classes, a teacher manual on BGS is available for teachers to use at their option. The way the lesson of the BGS textbooks of grade one to grade five appear in relation with the peace education and its components is explained in the detail in following passages, which also provide necessary explanations to above two tables. For convenience of understanding, the lessons and their relation with Peace Education is connected on the point of view of the ten components of peace education upon which this research study was based; Peaceful Behaviors (Self-Awareness, Self-Respect, Tolerance, Empathy, Reconciliation, Solidarity, Joy in Living), Identity (Role in The Society, Common Interest, Interdependence, Acceptance of Others, Respect For Differences), Constructive Arguments and Controversy (Debate, Negotiation, Peer Meditation), Civic Rights and Responsibility (Sense of Justice and Equality, Law And Protection), Social Issue (Peace, Conflict, Cause of Violence, Discrimination, Prejudice, Biasness, Inequality, Others), Problem Identification and Solving (Causes of Problem, Decision Making, Conflict Resolution), Society and Cultural Knowledge (Awareness of Cultural Heritage, Community Mechanisms for Building Peace and Resolving Conflict, History of Conflict, Social and Religious Norms and Value), Activities/Practices based on Peace Education Contents (Debate Practice, Negotiation, Identify Hazards, Role-Play, Other Activities Related to Peace Education Contents), Assessments related to Peace Education Contents and Specific Instruction to Teacher to Conduct Lessons related to Peace Education Contents.

“Peaceful Behaviors” is a critical component of peace education, and its presence has been seen in every textbook of BGS. The subsections of Peaceful Behaviours which have been dealt in this research are Self-Awareness, Self-Respect, Tolerance, Empathy, Reconciliation, Solidarity, and Joy in Living. There are a few situations throughout the 16-chapter BGS

teacher guidebook of grade one where peace education components are identical. Among those, there was extensive discussion about Identity and Peaceful Behaviour. One of the primary components, "Peaceful Behavior," was incorporated through two major sub-sections: "Joy in Living," in which the class demonstrated the joy of living among people and cultures. And the other sub-section of 'Peaceful Behaviour' is "Self-Awareness", which details how not to employ weapons and warns against future conflicts. Grade 2's teacher BGS guide book contains 23 chapters that address the curriculum-based education, and similar to grade one, it placed a strong emphasis on 'Peaceful Behaviours' and 'Identity', with the inclusion of 'Society and Cultural Knowledge'. The term "Peaceful Behavior" is divided into two subsections. The subheading "Joy in Living" discussed the importance of cultivating connection among people, family, and culture. 'Self-Awareness' referred to the ability to avoid conflict while playing. In Grade 3, "Bangladesh and Global Studies" teaches students about the importance of ethical behavior and other relevant concerns. Grade 3 textbooks contain twelve chapters. Three of the seven sections of "Peaceful Behavior" have been mirrored. The program "Joy in Living" teaches growing kids about the joy of living among diverse people and a dynamic culture. The pupils have created a sense of mutual support through "Solidarity." The "Empathy" helped kids to comprehend the feelings of family members and others. Maintaining consistency with Grade 3, the Grade 4 textbook has been somewhat expanded. Three segments from the "Peaceful Behavior" segment were discovered in those chapters. "Tolerance" emphasized the establishment of tolerance, and children developed listening skills. So that students develop tolerance and learn to hold their tongues before expressing an opinion. For the "Solidarity" case, students were indirectly tasked to demonstrate an interest in and mutual support for various cultural relationships amongst people. Self-awareness was emphasized through pictorial demonstrations in "Self-Awareness." The BGS textbook for grade five is divided into 12 chapters. Following a

thorough examination of the textbook, it was discovered that several lessons dealt with peace education. Three parts can be guaranteed for the segment "Peaceful Behavior." "Self-Understanding" exhibited an awareness of women's and children's rights through the material. Students' social awareness regarding "stranger danger" has been cultivated through textbooks. Numerous occurrences have been envisioned in order to protect oneself from various criteria. In "Empathy", an understanding of the circumstance has been developed between young and elderly people. This task has been centered on textual and visual teaching. Whereas "Joy in Living" has been introduced as a short section within the civic rights section.

"Identity" which described the several key elements of peace education Role in The Society, Common Interest, Interdependence, Acceptance of Others, and Respect For Differences; it's one of the most discussed peace education components in BGS textbook. Three subsections of peace education related to "Identity" have been identified in the BGS grade one textbook. "Role in the Society," which teaches pupils how to assist people of all ages and genders in the family or in society. 'Respect for Differences' demonstrates that all pupils have the right to live with independence and should treat one another with respect. "Interdependence" teaches the importance of interdependence between family and society. In grade two, the components of "identity" are divided into four subsections. The theme of "Role in Society" was roles in the family and society. "Respect for Differences," when the Grade 2 children get a little more understanding, the amount of respect has increased. "Interdependence" teaches the importance of interdependence between family and society. "Acceptance of Others" discussed adopting other cultures, relationships, and personalities. The grade three BGS textbook has four sub-sections devoted to "Identity"-related topics. "Role in Society" exemplified a person's role in society and family. Students have been taught to accept people of varying ages, occupations, and perspectives in "Respect for Differences."

“Interdependence,” has taught about inherent interdependence. For grade four, the textbook has subsections on "Identity." These are woven into the text of various chapters. The "Role in society" section demonstrates the role of women in society growth and child education. Children were taught about the rights of all types of students to live organically in "Respect for Differences." Additionally, they learn to appreciate one another. In grade five, the textbook contains two parts on "Identity." These are incorporated into the chapters' material. The chapter "Role in Society" focuses on the role of women in society development and child education. In "Respect for Differences," the term "different" refers to ethnic groupings. All other ethnic groups are required to respect these groupings.

Interestingly, one of the critical components of peace education, “Constructive Arguments and Controversy,” and its sub-sections Debate, Negotiation, and Peer Meditation, are absent from the grade one to grade five BGS textbooks.

The component of peace education titled "Civic Rights and Responsibilities" is divided into two subsections: "Sense of Justice and Equality" and "Law and Protection." For Grade 1, the section on "Civic Rights and Responsibilities" becomes a little more difficult. Nonetheless, the title "Sense of Justice and Equality" has been assigned. “Equality of Sense” does not mean underestimating any individual. Each individual has the right to play and to live. For Grade 2, "Justice and Equality" is shown as the Justice Bangladeshi's battle during the 1952 Bangladesh language movement (then East Pakistan) and the 1971 Bangladesh Liberation War. Additionally, it discussed the importance of not underestimating any individual and the fact that everyone has the right to play and live. Grade 3 pupils' "Civic Rights and Responsibilities" have been established on the basis of justice and equality. Though it was indirectly inherited from the 1952 historical movements in Bangladesh, it has remained a part of education. “Sensibility of Justice and Equality” has emerged as civic rights are taught in order to foster equality. Citizens of a nation have the right to fair treatment in all aspects of

life and distribution. The book illustrates the 1952 movements that sought to promote justice and equality in Bangladesh. Students memorized the motions' synopses. "Civic Rights and Responsibilities" is clearly identified as a Grade 4 requirement. As a result, both subsections have been highlighted in the textbook. Students have been taught not to promote discrimination between men and women through the "Sense of Justice and Equality." Every person has the right to work and a decent standard of living. Both genders should cooperate on all tasks. Additionally, people of diverse linguistic, religious, and occupational backgrounds should be treated equitably. Additionally, they learn to treat their friends and relatives respectfully. The concept of law, protection, and rights were introduced in "Law and Protection." The grade five theme of "Civic Rights and Responsibilities" has been emphasized through the usage of three distinct categories organized into two distinct sections. "Sensibility of Justice and Equality" emerged as a brief demonstration of Pakistanis' justice against barbarism in East Pakistan (now Bangladesh). The concept of equal rights for East Pakistan's Bengali population and for all members of society. The kids were taught that everyone, from autistic youngsters to the impoverished, has the right to work and live. Every citizen and student should cooperate. Additionally, justice should be served for acts of aggression against women. The textbook "Law and Protection" discussed several serious law and protection-related issues. Women's and children's rights violations should be eradicated from society. The criteria have been assigned appropriate law and protection.

The "Social Issue" component of peace education, as well as its subsections Peace, Conflict, Causes of Violence, Discrimination, Prejudice, Bias, and Inequality, have been included in all BGS textbooks except grade one. In grade two, "Social Issues" were depicted through Bangladesh's historical processes, and a reflection on social issues came quite rapidly. "Cause of Violence" detailed the immoral violence perpetrated by the Pakistani government against the people of East Pakistan in 1952, as well as the unjust mass murder committed by the



Pakistani army in East Pakistan in 1971. "Biasness" explains the rights denied to East Pakistanis in 1952. In Grade 3, the same topic was repeated in the subsections "Biasness," "Conflict," and "Inequality." The term "Bias" referred to the same information as in grade two. For the "Conflict" instance, it discusses Bangladesh's freedom, as well as the conflict of opinion and leadership between two countries (Pakistan and Bangladesh). In "Inequality," the disparity between Pakistanis and Bangladeshis is visualized. For the grade four case "Social Issue," the peace education component is represented by the subheading "Conflict," which details knowledge about Bangladesh's liberation as a result of the country's persistent conflict with Pakistan. Interestingly, the grade five BGS textbook examines social issues differently than the previous political struggle between Bangladesh and Pakistan. "Discrimination" discussed the prevalence of gender discrimination in society, women's rights, and the need for women to pursue education and employment. "Cause of Violence" addresses themes like as violence against women as a result of dowry customs and Pakistani violence towards East Pakistanis between 1952 and 1971. "Conflict" depicted gender discrimination, disagreements, the liberation war, and the leadership role of East Pakistani leaders in achieving Bangladesh independence.

Through its subsections Causes of Problem, Decision Making, and Conflict Resolution, the peace education component "Problem Identification and Solving" assists in disseminating knowledge on problem analysis and decision-making approaches to assist in conflict analysis and resolution. In grade one, children are taught to make social judgments that fall under the category of "Problem Identification and Solving". The topic of "Decision Making" was introduced through an example of a situation in which a student was required to select a choice in a conflicting situation. The BGS textbook for grade two appears to make no mention of "Problem Identification and Solving." In grade three, students are introduced to "Problem Identification and Solving" through the concept of "Decision Making," which

comprises indirect decision-making scenarios to address social problems. As with grade four, "Problem Identification and Solving" is introduced through "Decision Making," where students learn indirectly how to build a march against racism, discrimination, and human rights violations. In fifth grade, the identical concept and portion were repeated.

To make the foundation of a kid better, "Society and Cultural Knowledge" and its associated "Awareness of Cultural Heritage", "Community Mechanisms for Building Peace and Resolving Conflict", "History of Conflict", "Social and Religious Norms and Value" education is necessary. The grade 1 textbook also implemented this segment in different parts in several chapters. "Community Mechanisms for Building Peace and Resolving Conflict" introduced equality. Showing the good of sharing. "Awareness of Cultural Heritage" talks about festival days and its related culture celebrated in Bangladesh. "History of Conflict" details the conflict of Pakistan and East Pakistan in the years 1952 and 1971. To strengthen a child's foundation in the grade 2 "Society and Cultural Knowledge" peace education components were also included, which were discussed in two sub-sections. "Community Mechanisms for Peacebuilding" promotes courtesy, equality, and the virtue of sharing. "Awareness of Cultural Heritage" - two facets of cultural heritage have been highlighted: the history of struggle as the 1952 language movement in Bangladesh and the 1971 Bangladesh liberation war. Grade 3 is an excellent opportunity to strengthen the basis of "Society and Cultural Knowledge." The textbook connected four sections over the course of several chapters to demonstrate the progression. "Community Mechanisms for Peacebuilding," fostering peace within the family and society, has proven critical in fostering peace for the pupils. In several chapters of "Awareness of Cultural Heritage," diverse civilizations have been acknowledged. Additionally, some cultural heritage has been incorporated into a few sections. The conflicts of 1952 and 1971 have been introduced with a bit more detail in "History of Conflict." These conflicting histories between two nations have a mixed effect on

their listeners. Students are informed about the festivals of many religions in the course “Social and Religious Norms and Values”. In grade four three sections have been integrated. “Community Mechanisms for Building Peace” instructs on behaving politely. They also have been taught to respect other people of different culture and sex. “Awareness of Cultural Heritage” – The social culture of our nation and tribes have been focused here. To keep symmetry on the tribal views and brotherhood, the cultural differences have been visualized in pictures. “History of Conflict”, like its predecessor, tells about the conflict of 1952 and 1971. In grade 5, students get the same two segments of “Awareness of Cultural Heritage” and “History of Conflict” with more details.

“Activities/Practices based on Peace Education Contents” specially can be seen in the grade one - five textbooks where “Role-playing” is introduced in order to teach how to deal with real life situations, and ‘Identify Hazards’ entails identifying natural disasters.

“Assessments related to Peace Education Contents” has appeared in the following way. In grade one, teachers are instructed to assign pupils to role-play as textbook characters and tale characters. These assessments influenced their decision to become involved in peace education. In second grade, teachers assigned or escorted students to a drama or scenario related to the lesson topic. They attempted to illustrate instructional points and compel pupils to participate in interactive sessions. Teachers assigned kids in grade three to practice peacekeeping through real-world application while playing and learning through practical demonstration. Grade four assessments follow the same style as prior grades and contain no new content. In Grade 5, teachers emphasize the importance of educating pupils about empathy, solidarity, cooperation, and the development of a helpful attitude. They develop practical assessments based on these perspectives.

In grade one, teachers are encouraged to approach pupils gently in order to teach them about the materials and construct activities based on the book's ethics and storyline. For grade two, teachers are expected to stage a classroom drama or act out the contents of the textbook. In grades three through five, the same type of instruction was given to instructors.

#### **4.4 Curriculum Scrutiny Outcome**

The curriculum of Grade 1 to 5 has been designed to provide the standard of the textbook and the guide to the collaborators. The analysis of this curriculum has been done to check if any of the research topics is enlisted on it. To make comparison of the curriculum enlistments and textbook enlistments, these data can be useful to conclude.

Scrutinizing the curriculum, four sections have been spotted for the “Peaceful Behavior” segment. To be noted that, in the textbook some excess or less contribution may happen regarding the topic. This analysis is from the main curriculum deployed for the Grade 1 to 5 textbook.

- Self-Awareness – To keep an idea of your own rights and safety issues.
- Tolerance – To keep patience on the go and maintain a democratic attitude.
- Solidarity – To teach students about supporting mentality build up among children and all types of people.
- Joy in Living – To teach students the joy in living among people and culture.

For “Identity” related segments four sections have been spotted.

- Role in the society – To teach students how to help people of different age and gender, in the family or in the society.

- Interdependence – To teach our interdependency among family and society. In every aspect.
- Acceptance of Others – To teach the acceptance of other occupations.
- Respect for Differences – To teach to respect the people of all occupations. Also to respect all situations, brotherhood, dresses, labors and differences around students.

Though there are variations in the “Civic Rights and Responsibility” segment in every textbook to represent. The concept of these representations has been presented here.

- Sense of Justice and Equality: The mentality to identify good and bad from social and mental states.
- Law and Protection: Law of basic human rights and observations.

In “Problem Identification and Solving”, only a decision making attitude has been developed on the curriculum.

- Decision Making – To properly identify good or bad sectors of anything that comes in front of Grade 1 to 5 students.

The foundation of students depends on “Society and Cultural Knowledge”. From historical points to social and family matters, the foundations have been made as far as possible.

- Community Mechanisms for Building Peace – To teach in school for social get together and family peace education.
- Awareness of Cultural Heritage – To make the cultural heritage of Bangladesh known to students.
- History of Conflict – To know the historical conflicts and overall responses.

There are some Activities/Practices (based on peace education contents) on the curriculum plan. On those activities and practices two categories have been found major.

- Role-play – To attend social and developmental activities.
- Identify Hazards – To identify natural disasters.

However, there are no “Constructive Arguments and Controversy Procedure” and “Social Issues” related contents on any portion of the curriculum. The absence of these two concepts can mislead the future generation from peace education development.

Assessments: Involving the peacekeeping activities with actual application among students while playing and educating.

Specific Instruction to Teacher to Conduct Lessons relates to Peace Education Contents: To gently make students understand and make the actions visualize with a visual demonstration (like drama or activity).

#### **4.5 In-Depth Interview Outcome**

With the “In-Depth Interview Tool”, five different aged personnel have been interviewed based on the research questionnaire. Among them, two personnel passed and three were masters. All of the five were in the teaching profession. In case of gender, three were female and two were male. The statements of their interview have been reflected from 11 years to 36 years of their teaching experience.

From the interviews, seven decisions have been figured out. These decisions are also voted for by the teachers to make the justification stronger. Necessary citations have been done as a proof of interview record for the final result.

### **4.5.1 Training Opportunity Availability on Peace Education**

Primary education lacks specific training for peace education contents. Training and learning opportunities are only limited to the contents of the text books. But the core objectives of peace education have not been implemented properly throughout the contents. Among the study, it has been analyzed that 4 out of 5 teachers admitted the final result of 4.5.1.

“In primary education, the course Bangladesh and Global Studies include topics like - our rights and responsibilities, human qualities, the diversity of the society, the teacher got training from the Directorate of Primary Education”.

- (Personal communication: Interview#1 Participant#1, 5 April 2021)

“In primary education the term peace conflict is new. Teachers get subject specific training to teach the lessons but there is no specific training available for us regarding peace conflict.”

- (Personal communication: Interview#2 Participant#2, 7 April 2021)

The theme result of this section is easily understood through the quotes of interview participant#2, who clearly stated what the other three participants expressed when they stated that the training they received from the government-related authority is limited to a specific subject's content and how to deliver the lesson effectively, with no intention of introducing any outside or related material on peace education. This is further illustrated by participant #1's remark, who detailed the topic on which they received training for teaching BGS subject lessons; while the content includes lessons on which peace education can be provided, no specific emphasis was placed on teaching how to relate those lessons with peace education and its objectives throughout the training.

## **4.5.2 Overall BGS Textbook Lessons Relation with Peace Education**

### **Contents**

The lessons of the BGS textbooks of grade one to grade five are not directly related with the peace education contents. There are some scattered topics on the plan. But mostly, teachers guide students from their own perspective and schools' regulations. In this study, it has been analyzed that 3 out of 5 teachers admitted the final result of 4.5.2.

"In the primary education system though peace and conflict are not directly mentioned but we do follow these in the school. As you can see the day in the school begins with the assembly. Teachers conducted the assembly to teach students discipline and teachers provide moral advice to the students to lead their life peacefully according to the instructions from higher authority (DPE)."

- (Personal communication: Interview#2 Participant#2, 7 April 2021)

"BGS subject topics are really helpful for them to develop their peaceful behavior. But due to our exam-based education system students are more focused on memorizing the topics rather than internalizing the topic to get good marks in the examinations. Due to that fact sometimes, it cannot create enough impact on students."

- (Personal communication: Interview#5 Participant#5, 19 April 2021)

Although peace education is not explicitly covered in the BGS subject of elementary education, the chapter's lesson can be used to teach the concept. However, because it is not part of the educational topic, teachers often do not introduce students to the notion of peace through the textbook; instead, they focus on rules, regulations, and norms practice in order to instill a sense of peace in pupils. When asked about this theme statement, participant #2 expressed this thought. While participant#5 expressed a similar sentiment, the participant



shed additional light on why they do not take necessary steps to teach peace education content in the classroom, which was due to the assessment's result-oriented nature, which did not provide explicit opportunities to teach additional content in the classroom in the fear of that could put a burden to the students' existing learning contents.

### **4.5.3 Teaching Method of Peace Education**

Most of the teachers 4 out of 5 in this research study believe that, "The core education system of this country is focused majorly on obtaining marks". Therefore, for this reason they usually follow the lecture method in the class. However, on the need basis they may modify their lesson delivery plan with several techniques like - role-play, story plotting, assessment etc. based on ethical education; so that students can practice the peace education contents to build cohesion from childhood. Around 10% teachers denied the final result of 4.5.3.

" In my classroom, I discuss with my students how they need to behave in the classroom, they need to be respectful to everyone and need to respect people from all livelihood, social status and religious background. Other than that, while teaching BGS, rather than conducting classes in lecture method I share with them some story based on the topic of the class and ask them what they will do, what they have understood from the story."

- (Personal communication: Interview#3 Participant#3, 13 April 2021)

"I try to make them understand and discuss the situation or occurrence in the classroom instead of scolding or punishing them. These help to build their understanding of diversified opinions. Other than that, in the classroom, while teaching lessons on civic rights and responsibilities, social issues, teachers conduct classes on lecture methods. And teachers are focused on completing the course

syllabus and students are focused on getting good grades due to the examination-based education system in the country.”

- (Personal communication: Interview#1 Participant#1, 5 April 2021)

The participants elaborated on their earlier theme thoughts, emphasizing that the evaluation system and course objectives do not explicitly provide them with opportunities to teach peace education content in the classroom. This theme echoed similar sentiments. Participant #1 stated that they do not use any specialist methods of teaching peace education since they do not teach any peace education topic in the classroom. However, participants place a premium on classroom rules in order to instill a sense of serenity among kids. Participant#3 holds a similar view, with the addition of employing story sharing to teach BGS information, which the participant believes may aid students in comprehending the concept of BGS teachings. However, it was not anticipated if learning about peace education topics would be beneficial or not.

#### **4.5.4 Special Guidance on Peace Education Teaching**

Primary level teachers get instructions on subject/lesson specific topics. To get the instructions or guidance for peace education type content, a teacher has to seek assistance from non-government initiative who work in the field of education. Government provided manual and instructions are more focused on subject based, classroom management based and teaching method-based training. Non-governmental initiatives have few teaching manuals, where teachers are being instructed well for the contents related from social to overall development of children. Around 2 teachers denied the final result of 4.5.4.

“Teachers get subject specific instructions and other than that sometimes-non-government organisation provides manual on this type of topic. I have found two of those 8 years ago; they have provided some descent knowledge”.

- (Personal communication: Interview#3 Participant#3, 13 April 2021)

“Teachers got instructions subject specific and in sub-cluster training teachers got the chance to discuss about the classroom management techniques or the issues they face inside the classroom or in the school. In the sub cluster training teachers got some manual sometime and regarding how to discuss students about health hygiene, sexual harassment (good touch and bad touch) etc.”.

- (Personal communication: Interview#4 Participant#4, 16 April 2021)

The absence of peace education in primary education curriculum is emphasized further by participant#4, who stated that they do not have access to any manual, guide, or teaching on peace education, despite the introduction of a few other social awareness topics. Participant #3 agreed with this sentiment and noted that while no government involvement exists to assist teachers in teaching peace education curriculum in the classroom, a few non-government efforts do.

#### **4.5.5 Teaching Learning Process on Peace Education**

According to the research participants, they are unfamiliar with any particular teaching learning method for peace education; instead, they use the same traditional learning process as they do for other subjects when giving peace education sessions. Teaching learning process is more than likely unavailable while instructing students on the contents of peace education. Instead of focusing on peace education, result-based education focused on a single topic. Four out of five teachers agreed on the final score of 4.5.5.

Teachers noted that there is no specialized teaching learning process for teaching peace education, owing to a dearth of high-quality content on the subject and no explicit mention of peace education content in the curricula. The few available lessons are only found in BGS textbooks, and these classes are taught using the lecture style. Students and teachers alike are

focused on results rather than learning as a result of the result-based education system. Additionally, they focus on the classroom environment in order to familiarize kids with a few key components of peace education, such as discipline. They adhere to a few sets of classroom rules in their classroom, which all pupils must obey. They believe it contributes to the establishment of a pleasant learning atmosphere within the classroom. To teach these types of concepts, they present a few instances with students and then ask them what they would do in the situation. Occasionally, they will use a visual aid to help them discuss the subject, and often, they will simply employ the lecture style. They may also use role play, group discussion, and visual aids to help pupils comprehend the subject, however seldomly.

" Particularly there is no content available on peace education contents. We teach our students mainly based on the books given by NCTB and classes are conducted using lecture methods. Due to the result-based education system students and teachers both are focused on results rather than learning. "

- (Personal communication: Interview#2 Participant#2, 7 April 2021)

There are many teaching learning processes available to deliver any content. With a large number of students in the classroom, the lecture method is an easy option for me to conduct class. Other than that, I found the role play method is quite interesting and an effective method for students to understand the topic. In my BGS class I do follow role play and lecture methods to conduct classes. Sometimes, I show documentaries or short stories on multimedia to my students to make them understand the topic.

- (Personal communication: Interview#3 Participant#3, 13 April 2021)

To teach peace education there is no specific teaching learning process available. In my classroom, I do have some set of classroom norms that students have to follow in my class. That helps to create a peaceful learning environment inside the classroom.

To teach these types of things I do share with them some examples, and ask them what they would do if they were in the situation and then continue the discussion. Sometimes share some visual aid to discuss the topic and sometimes just use the lecture method. To conduct the class, I use different methods based on the context.

- (Personal communication: Interview#5 Participant#5, 19 April 2021

The participant#2 voiced frustration with the lack of teaching learning processes for peace education content, which forced them to focus exclusively on teaching the curriculum's existing content using the same old lecture-based style. The participants also indicated another explanation for the lack of a process for teaching peace education, which they believe is related to the structure of Bangladesh's assessments, which use the student's grade as the sole criterion for evaluating their performance and knowledge. However, participant #3 and participant #5 offered some clever strategies they utilize to spice up the classroom environment. Participant #3 stated that they employ role play and picture-video demonstrations to assist their students in learning. Whereas participant#5 uses visual aids to explain the material and delivers the lecture through a question-and-answer format. The participant#5 stated that their practice of enforcing rules and regulations may have aided the pupils in grasping the concept of peace too.

#### **4.5.6 Importance of Teaching Lessons Related to Peace Education**

Teachers expressed that peace Education is essential for growing children. The contents build up human psychology in a positive way and nourish the cohesion to enrich the future. The way students are abstaining from their peaceful mind, inclusion of peace education may play as an ideal solution to resolve this issue. Unanimously positive response with this statement found in the final result of 4.5.6.

"These topics are important for our students to live a healthy and peaceful life. Teaching these topics helps them to understand about their society, diversity, how to act respectfully, and accepting different opinions helps them to become a good human being."

- (Personal communication: Interview#4 Participant #4, 16 April 2021)

"As a teacher and part of the society I believe these are important competencies that we need to build in our children to have a peaceful society. That will help to erase many social issues in future."

- (Personal communication: Interview#2 Participant #2, 7 April 2021)

Participant #4 emphasized the value of peace education by describing how it aided students in pursuing a life of health and security. They went on to describe how peace education accomplishes this enormous feat by fostering a society of justice, equality, and cohesiveness in which individuals respect one another and work together to address society's issues regardless of their differing viewpoints. Participant#2 had similar sentiments, stating that peace education should not be limited to a curriculum area but should be treated as a fundamental skill, equivalent to reading and writing, in order to develop students' character and morality and pave a new road for solving social problems.

#### **4.5.7 Necessity of Any Addition on Peace Education Content**

This theme revealed a divided attitude, with half of the participants believing that additional information is urgently needed to reflect changing society and culture. However, the other half of the population stated that without fully utilizing existing resources, there is no reason to aspire for more. The existing contents are not yet properly introduced to students. If any additional content is pressurized to the curriculum, then it would be a mess. After implementing the existing contents into the daily life of students, further addition can be initiated. Moreover, standard practices are necessary to develop peace education in students' minds. 3 out of the 5 teachers admitted to the intention of not adding new contents to existing curriculum.

"Rather than adding more content, I think we need to ensure that students understand the existing contents and use them in their life."

- (Personal communication: Interview#5 Participant#5, 19 April 2021)

"In this period of time, I think there is a need of adding some more topics. For example, students get exposure to the internet and technology at a very early age, but as these are not part of our curriculum and parents are not concerned about it enough so we do not aware and teach our students how to behave on internet, how to define what is rumor and what is truth".

- (Personal communication: Interview#3 Participant#3, 13 April 2021)

Culture and society are always evolving in order to accommodate new knowledge and elements. This should be taken into account while developing an education curriculum, and additional content should be added to promote students' correct growth in light of the continual advancement of culture. Participant#3 shared this sentiment, emphasizing the importance of including additional information in the curriculum for peace education.

However, participant#5 believes that without incorporating peace education learning into the existing content of the textbook, any new addition would be a burden on both the student and teacher, with no positive outcome due to the teacher being unable to provide quality instruction and the student being unable to comprehend the subject due to the burden of additional content learning.

## **4.6 Conclusion**

The documentation analysis and in-depth interview provided an excellent opportunity to examine the state of peace education in Bangladesh's primary school system in detail. And, unexpectedly, a few of the components that indicate the presence of peace education in the primary education curriculum and accompanying activities have been identified. However, these features are just mentioned in passing, and when the lessons including these elements were constructed, peace education was not given any care. As such, it is indirectly related to the curriculum, and one could argue that it is a byproduct of the lessons that were not intended. The documentation study revealed that several main components of peace education are missing totally from the curriculum and textbooks, and those that are present do not include all of the component's subsections or aspects. Topics relating to "Constructive Arguments and Controversy Procedure" have been omitted from textbooks. These components of peace education were completely absent from the BGS's grade one to five textbooks: Self Respect, Tolerance, Reconciliation, Common Interest, Debate Negotiation, Peer Meditation, Peace, Prejudice, Others, Causes of Problem, and Negotiation. The following are included in a few lessons of BGS textbooks but not in its full picture or form, and few have a little presence even when they are mentioned: Empathy, Solidarity, Interdependence, Acceptance of Others, Law and Protection, Conflict, Cause of Violence, Discrimination, Biasness, Inequality, Decision Making, Community Mechanisms for Building Peace and Resolving Conflict, Social and Religious Norms and Value, Debate



Practice, Identify Hazards, Role-Play, Other Activities Related to Peace Education Contents, Assessments related to Peace Education Contents, and Specific Instruction to Teacher to Conduct Lessons related to Peace Education Contents. The following peace education topics are strongly featured in textbooks and are taught in all grades: Joy in living, Self-Awareness, Role in The Society, Respect for Differences, Sense of Justice and Equality, Awareness of Cultural Heritage, History of Conflict. The in-depth interview helped to validate this information, as teachers stated that while the curriculum and textbooks include a minimum level of peace education, the majority of the peace education they teach their pupils is based on their own opinions and experiences. While the government does not provide training or instruction on how to conduct peace education sessions, a few non-governmental organizations do. There is no recommended approach for teachers to use when conducting peace education lessons; they typically use lecture-based methods. Finally, teachers discussed the importance of peace education and how it may assist in resolving a variety of social issues and building a healthy society.

## **Chapter 5**

### **Discussion and Conclusion**

This chapter discusses the analysis of data produced from in-depth interviews, documentation analysis, and the information presented in the results section. The result section was developed using the information content and topic analysis procedures. This was chosen due to the qualitative nature of the data collected. The data were analyzed using a specific procedure. Initially, data were categorized according to their themes. Following that, those themes were re-examined for relevance and validity, and finally, the data were evaluated to ascertain the underlying information for each topic. Each theme was thoroughly examined in connection with the findings from the literature review portion. This has allowed for a comparison and contrast of Bangladesh's primary education peace education with the availability of peace education in other nations. At the conclusion of this chapter, a few recommendations are made based on the successful implementation of peace education in nations with similar social, educational, and political environments to Bangladesh.

#### **5.1 Discussion**

Peace education is an activity that encourages knowledge, skills and behaviours that will allow people of all ages at all levels to develop behavioural changes that can prevent conflict, peacefully resolve disputes or create social environments conducive to peace. The literature study included a discussion of the broad scope of peace education objectives, emphasizing that peace education is founded on the concept of peaceful coexistence. And peace education serves as one of the technical sectors of education, acquainting and encouraging students to practice peace. The initiation of learning processes aiming at the modernization and equitable resolution of human conflicts concerning the subject of activity. The inclusion of peace education in the primary education's curriculum of Bangladesh might be argued to have

attempted to capture this notion, but failed due to its weak character. According to the literatures, peace education focuses on specific objectives such as developing active faithful citizens, instilling ideal norms and behaviors in society's members, cultivating a peace mentality, educating students about the negative consequences of violence and how it can be prohibited, as well as ways to reduce conflict in the society (Harris, 2003; Vor Staehr, 1974). Few similar types of objectives have been seen in the lessons' objectives of Bangladesh and Global Studies textbooks. Peace education is present in primary education with few of its components, limited contents, and indirect objectives. Whereas peace education is largely concerned with notions such as self-awareness, social responsibility, cultural heritage, previous conflict history, justice, and societal concerns, among others. However, the central concept of peace education, which revolves around the processes of identifying conflict, resolving it, and fostering community cohesiveness, is conspicuously absent from the curriculum. Students get the opportunity to learn a bit about peace education through the lessons available in the textbook. Textbook analysis has shown the existence of multiple lessons (peace education based) in the curriculum. But a single grade textbook doesn't contain all the necessary peace education components. The textbook of grades 1 to 5, does not contain any lesson on constructive argument and social issues. These inconsistencies in the inclusion of peace education components omit two of the essential components of peace education identified by Johnson & Johnson (2005): educating students about constructive debate and controversy procedures, as well as familiarizing them with negotiation and peer mediation. However, in Mauritius, these two critical components have been introduced, where teachers of primary and secondary schools taught students how to resolve conflict through constructive debate, they conducted various classroom activities to give students first-hand experience of how to resolve conflict in the real world, and in one instance, they conducted a mock court to resolve a conflict on the spot (Fountain S., 1995).

To teach the lessons of peace education components in the classroom, there are multiple types of activity available in the lessons' exercises and instructions. Unfortunately, teachers are only teaching the textual content, without emphasizing to educate students about peace education components. In the BGS textbook of grade three, instruction has been provided to teachers to make students understand the lesson; however, no mention has been made of acquainting pupils with the concepts of those lessons, or strategies for putting them into practice in real life, which keep students from coming into contact with peace education. This may derive lessons from the content with the intention of teaching peace education. Though there is the availability of peace education content in one grades' lesson, it does not contain all the necessary lesson sets by UNESCO, UNICEF and other organizations. What we know through literature review is that it should include ideals, norms and principles related to peaceful behaviour in the society (UNESCO International Bureau of Education, UNESCO IIEP, 2015). UNICEF elaborated, "Peace education promotes the knowledge, skills, attitudes, and values necessary to affect behavioural changes that enable children, adolescents, and adults, both openly and structurally, to prevent conflict and violence; to resolve conflict peacefully; and to create conditions conducive to peace, whether intrapersonal, interpersonal, intergroup, national, or intranational." (Fountain S., 1999).

The curriculum of BGS falls upon indirect peace education teaching methods, due to not formally being recognized to integrate into the curriculum. Further the curriculum of BGS provided more emphasis on reflective thinking, tolerance, ethnic-empathy and human rights; a common trait of indirect peace education. Which Bar-Tal, Rosen, and Nets-Zehngut (2009) define as indirect peace education, as opposed to direct peace education, that places a greater emphasis on conflict and peace, the peace process, the presentation of the adversary, the history of conflict, and new affects and emotions. The curriculum does not specifically put emphasis on peace education nor is it recognized as formally taught content.

The curriculum haphazardly contains some of the contents of peace education without a clear structure of proper placements. However, one positive signature has been found on the curriculum, which is – it gradually teaches a component of peace education from grade 1 to grade 5, focusing on a level of rigidity appropriate to a grade. But it has been influenced to have a repetition of similar content over different grades. The curriculum of Bangladesh and global studies have been designed based on the objectives and target of National Education Policy 2010, National Child Policy, Child Labor Policy, SDG, Education for All, Child Age and Vision 2021; which clearly does not specifically contain mention of peace education or its related subjects. These policies may have influenced the exclusion of the contents of proper peace education.

There are no instructions available to teachers on teaching peace education components in Bangladesh primary education, the instructions which are available are limited to teaching lessons of the BGS subject without specifically putting emphasis on peace education or its relation with the lessons. This process lacks a good tool to make their student learn the peace education components appropriately. Whereas to effectively teach peace education, manuals based on peace education have been produced in Burundi (1994), Croatia, Sri Lanka and Liberia (1993) to guide teachers (Fountain S., 1999). Further no government intervention is available to train teachers on the components of peace education in Bangladesh. The available trainings are limited to teaching content of the textbooks; which is quite a retrograde of teachers training. In Mauritius, Croatia, Sri Lanka, the Federal Republic of Yugoslavia, Rwanda, Tanzania, Burundi and countries from the ESAR region this was an entirely different scenario where the training programme taught teachers' participatory methods of teaching and learning, and classroom and administrative practices on the issues of child rights, peacebuilding and conflict resolution (Fountain S., 1995; Fountain S., 1999).

Due to concealing peace education directly in the curriculum, Bangladesh primary education teachers use their own understanding to familiarize students with these subjects. In spite of its secretive nature, Bangladesh primary education peace education meet one good way of facilitate knowledge, it has been demonstrated in the literature review that teachers as practitioners can contribute to peace education by serving as positive role models, utilizing constructive controversy to foster critical thinking, stimulating reflection and learning that challenges stereotypical views of other groups, and analyzing effective methods for teaching and learning nonviolence-supporting values and skills (Wessells, 2015).

Several schools and class-activities retain the intention of peace education practice.

Discipline in assembly, classroom norm, rules and regulations do keep peace among some students. However, it has a long way to go before it can be considered effective. This may be seen by pinpointing a critical component of peace education, namely 'cooperative learning,' which is strangely unseen in the classroom, despite its inclusion in the primary education curriculum. Cooperative learning, in which students interact to solve issues or complete assignments in class, has been the subject of much psychological research (Wessells, 2015). However, as instructors, the research participants were unable to disclose any instances of this component being used in the classroom. As peace education has not been formally recognized as an objective, it is not practised regularly and inclusively. There is also no system available to monitor and evaluate its practice in the classroom. Some teachers still lack a good understanding of peace education, which prevents them from directing all the necessary contents of this subject.

The importance of peace education was undeniable by the teachers. To build a conflict-free peaceful society, peace education should be practised in the national curriculum and teaching methods. Multiple countries of both developed and developing ones are emphasizing it to include it as a recognized subject. The country of Mauritius has significant results in

educating their young generation on social-cohesion due to formal integration of peace education in the curriculum. This was a significant step in reducing conflict in the society. Moreover, Peace education has significance in reducing conflict among young people, as evidenced by the research of Higginson (2016); which makes it urgent to include in our formal education to reduce current escalating conflict among young people in the society. The findings of this research are quite important, as it has helped to map the presence of peace education in the national curriculum. This would help to consider peace education separately as an entity rather than derivative of others.

## **5.2 Conclusion**

The study was conducted to ascertain the extent to which a solution to a chronic societal problem, namely, youth violence, could be implemented by the addition of peace education content to the curriculum. "Peace Education" is viewed as critical in early childhood education in order to prevent violence and conflict and to instil the ideal mentality necessary for societal cohesion. On the basis of this idea, this study was performed to measure the breadth of peace education in the primary school curriculum. These objectives are outlined in the research's three primary objectives: determining the scope of peace education in the Bangladesh Primary Education curriculum, determining how peace education components are integrated into the curriculum, and obtaining teachers' perceptions of the curriculum's contents in order to promote peace and social cohesion among students. The investigation has been made with the peace education curriculum of other countries and standards chosen by different institutions. Document analysis was used to do research on social science textbooks and curricula in primary school in Bangladesh. Five in-depth interviews were performed with teachers to ascertain their perspectives on peace education and how it is now taught in schools. To ensure that the next generation is robust and very strong in the face of conflict

and violence, areas for improvement in peace education materials have also been highlighted. According to the findings, peace education is delivered in a modest and disorganized manner in the curriculum and social science textbooks. There has been no evidence of government intervention to train instructors or provide expertise, particularly in the area of peace education, but non-government have conducted their own training. However, in order to establish a quality of peace education, suitable curricular components are required. The primary education teacher has agreed with the importance of peace education, but due to a lack of training opportunities, they could not implement it properly in the teaching process. Decision has been taken that peace education in primary education has been observed as indirect peace education. Though indirect peace education covers few important aspects; peace education has to be officially recognized to realize its full vision. Peace education should be acknowledged as a formal teaching material that should be carefully and completely integrated into the curriculum, according to the research's recommendations. It is also recommended that teachers receive adequate pre- and post-service training on peace education and its teaching methods, as well as access to a suitable guideline.

To mitigate the instability of every nation, peace education is necessary. It will keep future generations on track to lead a better world. This research has opened up the dimension of curriculum and shown the diversity of peace education globally. It has provided a detailed overview of the scope of peace education in Bangladesh primary education curriculum. This research has been able to achieve its purpose by measuring the scope of peace education in primary education curriculum and generating detailed information through comparing peace education in the curriculum and textbooks; which will help the policy maker, academician and related authority to develop peace education contents in the curriculum to its full potential.



### 5.3 Recommendations

In recommendation from this research, several issues get vibrant on impact. These vibrant impacts are necessary to build a better future. The direct recommendations can be explained as –

- Peace education should be formally recognized as a subject or content, through setting clear objectives pertaining to peace education in the curriculum.
- The curriculum should contain all the necessary components of peace education in each grades' textbooks with consistency. And the contents should cope with the age, ease of acceptance and mentality.
- To get identified as a direct peace education, the curriculum should also contain following contents with the already included ones - conflict and peace, peace process, presentation of the rival, and new affect or emotions.
- Pre-service and post-service special training on peace education components should be available to teachers.
- The textbook lesson activity should emphasize more on educating students on peace education components and motivating them to use it in their real life through active participation of students rather than only lesson knowledge.
- A clear and specific guideline should be included with teaching method training to teach peace education components. These guidelines can also be in the form of a teacher-guide or module.

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## Appendices

### Appendix 1. Document Analysis Tool

#### Document Analysis Tool

Subject:

Grade:

Document Type:

Q1: Is there any Peaceful behaviors (self-awareness, self-respect, tolerance, empathy, reconciliation, solidarity, joy in living) lessons or lessons related to it in the curriculum/text book? If so which one? What is their objective? Short Description.

Q2: Is there any Identity (role in the society, common interest, interdependence, acceptance of others, respect for differences) lessons or lessons related to it in the curriculum/text book; If so which one? What is their objective? Short Description.

Q3: Is there any Constructive arguments and controversy procedure (debate, negotiation, peer meditation) lessons or lessons related to it in the curriculum/text book, If so which one? What is their objective? Short Description.

Q4: Is there any Civic Rights and Responsibility (sense of justice and equality, law and protection) lessons or lessons related to it in the curriculum/text book, If so which one? What is their objective? Short Description.

Q5: Is there any Social Issues (peace, conflict, cause of violence, discrimination, prejudice, biasness, inequality, others) lessons or lessons related to it in the curriculum/text book; If so which one? What is their objective? Short Description.

Q6: Is there any Problem Identification and Solving (causes of problem, decision making, conflict resolution) lessons or lessons related to it in the curriculum/text book; If so which one? What is their objective? Short Description.

Q7: Is there any Society and Cultural Knowledge (awareness of cultural heritage, community mechanisms for building peace and resolving conflict, history of conflict, social and religious norms and value) lessons or lessons related to it in the curriculum/text book; If so which one? What is their objective? Short Description.

Q8: Is there any activities/practices based on peace education contents (debate practice, negotiation, identify hazards, role-play, other activities related to peace education contents) in the curriculum/text book; If so which one? What is their objective? Short Description.

Q9: Is there any assessments related to peace education contents in the curriculum/text book; If so which one? What is their objective? Short Description.

Q10: Is there any specific instruction to teacher to conduct lessons which is related to peace education in the curriculum/text book. If so which one? What is their objective? Short Description.

## Appendix 2. In-depth Interview Tool

Age:

Educational Qualification:

Gender: Male/Female/Others/Not willing to Disclose

Years of experience as a Teacher:

Q1: Are there any training or available learning opportunity available to teach about peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge? If so, which one? Can you give some short description?

Q2: How do you think the lessons related to these contents (peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge) develop peaceful behaviour, social-cohesion and related competencies among students?

Q3: How do you teach/deliver lessons related to these contents (peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge) in the classroom?

Q4: Do teacher manual or instructions from authority/trainers/supervisor contains any instructions on how to take classes on the lessons related to these contents (peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge)? If so, which one? Can you give some short description?

Q5: Are there any teaching learning process available on peace education contents? If so, which one? Can you give some short description?

Q6: What do you think about the importance of teaching lessons related to these contents (peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge)? If you do not think so, can you please share why not?

Q7: Do you think there is a need to add more contents outside of these contents (peaceful behaviour, identity, constructive arguments, civic rights and responsibility, social issues, problem identification and solving, society and cultural knowledge) to teach students about how to live peacefully, build social cohesion or prevent violence/extremism?

### **Appendix 3. Letter of Informed Consent for Interview Participants**

Title: “A study on Bangladesh primary education curriculum to study peace education and their components”

Dear Respondent,

Greetings,

I am Asif Amer here with you for my thesis purpose and seeks your cooperation. My thesis title is “A study on Bangladesh primary education curriculum to study peace education and their components”. I am a Masters’ (MEd) student of BRAC University. In partial fulfillment of my Master’s degree, I must prepare a research monograph. For this purpose, I’m undertaking the above-mentioned research project. In this respect, I seek your generous co-operation and you are cordially requested to fulfill this questionnaire. Note that all the information provided by you will be strictly confidential and your answers will not be published in any circumstances. Your kind response will be used only for this academic research and this monograph report will not be published in the future. If you feel uncomfortable to answer any question, feel free to leave them blank. But you are requested to write the correct answer that you believe to be.

I would really appreciate if I could take 30 minutes of your valuable time voluntarily.

Yours Sincerely

Asif Amer

M.Ed Student,

BRAC University

Do you agree? (Put tick): (  ) Yes, (  ) No