

The Role Of Curricula In Building Peace And Resolving Conflicts In Colleges Of Education

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Summary of the study

This study aims to explore the importance of incorporating peace building and conflict resolution concepts into curricula and the impact of this on students in educational environments. The study will address how to enhance these concepts to develop students' abilities to interact positively with their peers and resolve conflicts peacefully, contributing to a more peaceful and stable educational environment. The study relied on the descriptive method (content analysis) as the most suitable approach to study the phenomenon in order to describe and analyze it. This is the most appropriate type of methodology to achieve the purpose of the study using interviews, questionnaires, and content analysis of the human rights curriculum, selecting a sample of colleges where these curricula have been implemented. The current research is limited to the content of human rights lectures.

The researchers prepared a content analysis card for human rights lectures and extracted its psychometric characteristics, including types of validity such as face validity and construct validity, as well as reliability. They used mathematical methods in their research procedures and data analysis, including frequencies and percentage calculations. In the statistical methods, they employed the Chi-square formula to extract the agreement of the judges and the Kappa formula to determine the agreement of the analysts, and the

Keywords: Curricula , Peacebuilding , Conflict Resolution

results were presented:

- The weakness of incorporating concepts of peace building and conflict resolution in the content of human rights education.
- The weakness of the balance in peace building and conflict resolution within the content of human rights material.

In light of the results, the researchers presented a set of proposals to incorporate the concepts of peace building and conflict resolution into the content of human rights education. Based on the findings of this research, the researcher reached a series of conclusions, recommendations, and suggestions.

Chapter One

Introduction:

Building peace in educational curricula is one of the vital foundations for achieving sustainable development and maintaining social stability. This article focuses on studying the importance of incorporating concepts of peace and conflict resolution into educational curricula, and how it affects students and society as a whole.

Building peace is considered one of the fundamental pillars for achieving the sustainability and

development of communities. In light of the increasing global challenges of conflicts and wars, there is an urgent need to teach future generations the principles of peace and tolerance.

This study aims to analyze the role of curricula in promoting values of peace and conflict resolution among students. The current research addresses how to incorporate principles of peace and peaceful coexistence into school curricula and the impact of this on students' behaviors and their ability to resolve conflicts peacefully.

The study will also review international and local experiences in implementing these curricula and evaluate their effectiveness.

Research problem:

Incorporating peace building concepts into the curricula of teacher training colleges is essential for preparing teachers capable of dealing with the complexities of modern conflicts, as today's conflicts often involve irregular warfare, insurgencies, international terrorism, and humanitarian crises. This requires more than just teaching skills; understanding peace building strategies enables teachers to effectively achieve stability, work alongside other government institutions, and support the rebuilding of war-torn communities. This comprehensive inclusion helps reduce the chances of conflict escalation and ensures sustainable peace.

Building peace in conflict-affected communities is no longer a demand; it has become an imperative necessity to maintain a state of peace and to transition safely from the current situation to one characterized by sustainability, stability, and security.

This is essential for establishing solid foundations for peace building in society and enhancing stability and national unity, thereby preventing the return of any form of internal conflict. Today, there is an urgent need to activate mechanisms for sustainable peace and reconciliation through dialogue to emerge from the state of internal conflict and instability in the country.

Official institutions must adopt a national strategy to achieve this as much as possible. Iraq is capable of building internal peace that contributes to the establishment of a stable society and state. **(Al-Khreisaan, 2018: 158)**.

Therefore, the current research seeks to answer the following question:

What is the role of curricula in building peace and resolving conflicts in teacher education colleges?

The importance of research:

Building peace is a fundamental process that focuses on resolving conflicts and promoting long-term peace. It involves creating sustainable structures and relationships that can withstand and constructively manage conflicts.

The importance of peace building cannot be overstated, as it seeks to address the root causes of conflicts, promote reconciliation, and lay the

groundwork for sustainable development. **(Galtung, 2011:189).**

One of the key benefits of peace building is its ability to prevent the escalation of conflicts. By addressing the underlying issues that lead to disputes, peace building efforts can stop violence before it begins, thereby reducing the likelihood of wars and other forms of large-scale conflicts.

This proactive approach not only saves lives but also preserves resources that could have been spent on military engagements and reconstruction efforts. **(Lijphart, 2004: 96–109).**

The construction of peace contributes to the development of strong institutions capable of effectively managing conflicts. This involves reforming governance structures, strengthening legal and judicial systems, and enhancing democratic processes. Such institutions are vital to ensuring that disputes are resolved peacefully and fairly, thereby preventing future violence. **(UNESCO 2017: 1).**

The inclusion of peace building equips teachers with the necessary skills to resolve conflicts and transform effectively. These studies provide insights into managing conflicts peacefully, which is crucial to incorporate into curricula. By integrating peace building strategies, these professionals can contribute to fairer and more peaceful communities. **(Autesserre, 2014:45)**

Education in peace building and conflict resolution promotes a culture of peace by emphasizing dialogue, mutual respect, and cooperation among diverse groups of students. It enhances global recognition of peace and fosters a sense of brotherhood and mutual respect, which helps build a more cohesive and stable community. This proactive approach can lead to a more stable and peaceful culture overall.

(Weinstein, 2017 :19)

In the workplace, conflict resolution is particularly important as it contributes to creating a positive culture. When conflicts are managed effectively, it reduces tension and improves communication among team members, leading to increased productivity and employee satisfaction, as people feel heard and valued in their workplace. **(Deutsch, 2006: 22).**

Conflict resolution also illustrate an important role in the personal development of students. By learning to manage conflicts constructively, individuals develop emotional intelligence and better problem-

solving skills. These skills are transferable to many areas of life, including personal relationships, professional interactions, and community engagement.

The ability to separate the individuals involved from the conflict itself is a fundamental aspect of effective conflict resolution, preventing negative emotions from influencing rational decision-making. (Coleman & Deutsch, 2014:23).

Curricula in general, and human rights curricula in teacher education colleges in particular illustrate a crucial role in preparing teachers for advanced strategic roles. These programs provide comprehensive education that covers various aspects of the educational process, which are essential for understanding the mechanisms and strategies of peace building and conflict resolution.

Research Objective: The current research aims to:

Identifying the role of curricula in building peace and resolving conflicts in colleges of education.

Research Scope:

The current research defines the human rights approach at Ibn Rushd College of Education / University of Baghdad.

- For the year 2023/2024.

Defining terms: First: Peace building

1. (Maria & Paula, 2009):

Building peace is a comprehensive process that involves the existence of structural foundations represented by the absence of organized physical and psychological violence, and the securing of basic needs at the institutional level. Founders should establish structures for power-sharing and promote and protect human rights. (Maria & Paula, 2009:18)

The operational definition of peace building:

A set of concepts related to peace building that are included in the human rights curriculum, which encompasses various efforts to create conditions for sustainable peace by addressing and reducing the risks of slipping back into conflict, supporting conflict prevention, and enhancing the educational institution's capacity to manage conflict.

Secondly: Conflict Resolution

Conflict resolution can be described as the informal or formal process used by two or more parties to find a peaceful solution to their dispute (Shonk, 2024: 19).

-Operational definition:

The researchers define it operationally as a key concept that is included along with its sub-concepts in human rights curricula, regarding the process of resolving a dispute or conflict quickly in a way that takes all parties into account, where the parties can work together to reach a mutually beneficial solution.

Chapter Two: Theoretical Background and Previous Studies

The Historical Context of Peace building

The roots of peace building can be traced back to ancient philosophies and religious teachings that emphasized harmony and nonviolence. Creativity such as Confucius and Buddha advocated peaceful coexistence and conflict resolution through dialogue and understanding. These early ideas laid the foundation for subsequent peace efforts, providing an ethical and moral framework that still resonates today.

Peace building is not a modern concept. Early efforts at diplomatic initiatives can be traced back historically to post-conflict reconstruction initiatives such as the Treaty of Westphalia in 1648, which ended the Thirty Years' War in Europe and laid the foundations for modern state sovereignty and diplomatic practices that sought to end the Thirty Years' War in Europe. These early attempts laid the foundation for contemporary peace policies.

The concept of peace building has evolved significantly over the centuries, reflecting changes in international relations, conflict resolution, and development theories. Johan Galtung, often referred to as the "father of peace studies," coined the term "peace building" in his groundbreaking 1975 work, *Three Approaches to Peace: Peacekeeping, Peacemaking, and Peace building*. Galtung, (1976) emphasized addressing the root causes of conflict and promoting sustainable peace through social justice and reconciliation.

These early treaties aimed to create lasting peace through political agreements, although they often neglected the social and economic dimensions of conflict resolution. (Galtung, 1969 : 297-298).

In the twentieth century, the aftermath of the two world wars and the process of decolonization necessitated a more systematic and comprehensive

approach to peace building. The formation of the United Nations in 1945 was a significant milestone, with the UN playing an active role in peacekeeping and post-conflict reconstruction efforts. The involvement of the UN underscored the importance of international cooperation and the need for multifaceted strategies to address the complexities of modern conflicts. The end of the Cold War in the late twentieth century ushered in a new era of peace building, marked by an increased focus on human rights, democratization, and sustainable development. This period saw the emergence of multidisciplinary approaches that integrated political, social, economic, and environmental factors into peace building strategies.

This shift recognized that lasting peace requires addressing the underlying structural and cultural conditions that contribute to violence and conflict. In recent years, environmental peace building has emerged as a distinct field, emphasizing the role of natural resource management and environmental cooperation in preventing and resolving conflicts.

This approach reflects a broader understanding that peace building is not only the absence of war but also the presence of conditions that promote long-term peace and stability. By addressing environmental issues, peace builders aim to create common interests and cooperation that transcend political and social divisions, thereby contributing to more sustainable peace outcomes. (Barrow, 2022:17).

Studies that addressed the peace building variable:

1- Al-Salihi's study 2022:

The wave of democratic transformation that emerged especially after the Cold War contributed greatly to the role of the United Nations in enhancing its practice of building post-conflict peace, as it followed plans and strategies in the peace building process and included various countries of the world, especially those that were suffering from a state of instability, for example, Iraq, as it witnessed at the beginning of the millennium the occupation of Iraq by the United States of America and the subsequent chaos and civil war that was reflected in all economic, political, social and cultural aspects, not to mention that any conflict in any country and according to the course of history, it was necessary to develop a strategy and executive plans for the purpose of building post-conflict peace, and here it was necessary to address the topic within a theoretical and conceptual framework for building peace and also about the United Nations strategy and the plans required for implementation to build peace, and then we discussed in the topic the experience of

the United Nations in Iraq to build peace after 2003, (Al-Salihi 2022: 45).

2- Ajeel's study 2023:

The research discusses the concept of peace building, which has become an urgent necessity today more than ever, especially in a country like Iraq, which is witnessing internal conflicts and conflicts. Many, especially after 2003, regardless of the reasons behind these conflicts and disputes, but in return, the process of building peace is not an easy and simple matter.

There is no doubt that there are many and major challenges facing the peace building process, whether internal, such as social, religious and political pluralism, or the problem of the political and security situation, or the

economic situation and the spread of the phenomenon of administrative and financial corruption, or external challenges, such as regional and international interventions, and the peace building process cannot be achieved if the political elite does not have a sufficient degree of political and social awareness that enables it to manage the conflict and transform it into peace (Ajeel 2023: 56).

Chapter Three: Research Methodology and Procedures

In the third chapter, the researchers presented a presentation of the procedures followed in the current research, which ensure the achievement of the research objectives, starting with defining its methodology, community, sample, selection method, determining its tool, and procedures for measuring and determining it, statistical methods for processing data, as follows:

Research Methodology:

The researchers chose the descriptive method as the most appropriate type of method to achieve the purpose of the study and its content. Content analysis of human rights curricula was used to determine the extent to which the concepts of peace building and conflict resolution were included in them.

Research Community and Sample:

A - Research Community and Sample:

The research community and sample were represented by human rights curricula to determine the extent to which the concepts of peace building and conflict resolution were included in them.

The curriculum content consisted of (30) lectures, and Table (1) shows that the total number of content pages is the first lecture from page (5) after excluding the title and fixing the contents and ends with page (80), so the number of pages subject to analysis becomes (75) pages, which represents a percentage of (100%) of the total number of pages of the curriculum content.

Table (1) Content of human rights curricula at Ibn Rashed College of Education

Content analysis tool:

1- Preparing a content analysis card.

The researchers reviewed a variety of literature that addressed the concepts of peace building and conflict resolution, which form the foundation for peace building and conflict resolution.

These concepts can guide the design, implementation, and evaluation of initiatives aimed

Title	edit ion	Year of printing	Total number of pages	Excluded pages	Number of analyzed pages
Principles of Human Rights	first	2020	80	5	75

at addressing issues of peace, conflict, and strife by integrating these concepts into the analytical tool developed by the researchers.

A. comprehensive framework can be provided for understanding and implementing the identified concepts of peace building and conflict resolution, as follows:

2. Defining the objective of the analysis:

The process of analyzing the content of human rights principles lectures according to the concepts of peace building and conflict resolution aims to

determine the extent of their inclusion and to monitor the frequency of each indicator. (Radhi Sabri, 2021).

3- Defining Analysis Categories:

The indicators that express the concepts of peace building and conflict resolution have been identified, which will be searched for in the content of human rights material. These indicators must align with the fundamental concepts of peace building and conflict resolution that were discussed earlier.

4- Determining the unit of analysis:

The main and sub-concepts of peace building and conflict resolution around which one or more paragraphs of content revolve were chosen.

Choosing them as a unit of analysis is appropriate for the purpose of the analysis process by focusing on these concepts, as a deeper understanding can be gained of the effectiveness of including peace building and conflict resolution concepts in the content of the human rights material.

Analyzing paragraphs or several paragraphs of content that revolve around these concepts allows for a more detailed examination of their presence and treatment within the content.

This approach enables an assessment of the depth and extent to which peace building and conflict resolution concepts are addressed in the topics. It also helps in identifying the specific contexts in which these concepts are discussed, providing valuable insights into the overall focus on peace building and conflict resolution. In addition, considering one or several steps of activities as a unit of analysis can provide a practical perspective on the integration of peace building and conflict resolution concepts.

5- The analysis process:

A- Controls for the analysis process:

- The analysis is conducted within the framework of the content for each concept of peace building and conflict resolution with its indicators, as indicators are measurable or observable characteristics that serve as evidence or signs of progress or achievement.

Indicators can be used to assess whether the desired outcomes or objectives have been achieved. These indicators can be specific behaviors, skills, knowledge, attitudes, or changes in conditions that demonstrate the effectiveness of peace building and conflict resolution efforts.

6- Steps of the Analysis Process:

- The pages dedicated to the analysis process in the content of human rights material have been identified and thoroughly read to determine the availability of concepts related to peace building and conflict resolution that they contain.

- Divide each page into a number of paragraphs, so that each paragraph or several small paragraphs are included.

One idea, and breaking down each activity into one step or several steps that also encompass one idea.

- Identifying ideas that include concepts of peace building and conflict resolution.

- Classifying each idea into one of the concepts of peace building and conflict resolution defined by the content analysis tool - Collecting the frequencies of each concept of peace building and conflict resolution in the content of human rights material and calculating their percentages.

To calculate the degree of inclusion of the indicator in all the content of human rights material regarding the output of repetition and the percentage into five levels of inclusion.

The tool's credibility:

The researchers relied on apparent validity, where a panel of judges evaluates the items based on predetermined criteria and their professional judgment. They assess the content of each item to determine its relevance, clarity, and appropriateness in representing the measured attribute. This evaluation is subjective and depends on the judges' expertise and knowledge. (Al-Sindi, Sabri, 2024: 98).

The tool was presented in its initial form, Appendix (3), to a group of specialized judges in psychological processes. The chi-square values were calculated, and it is noted that these calculated values exceeded the tabulated value of (3.84), which is associated with a significance level of (0.05) and a degree of freedom of (1). 2009, 2011 and Jassim's study 2017). This indicates that the differences observed between the judges who agreed and those who did not were statistically significant.

The analysis is accurate:

To ensure its accuracy, the researchers presented a sample of the analyzed material to a group of experienced judges in curricula and human rights. The judges reviewed the analysis process and agreed

that it accurately reflects the intended methodology for analyzing the material.

The consensus among the judges regarding the analysis process is crucial as it indicates that the chosen method is deemed valid and appropriate for the research objectives. Their decision to regard the analysis process as correct suggests that it aligns with the standards and guidelines applicable in this field.

Stability of the analysis:

To verify the stability of the analysis, the researchers used **two types of agreement as follows:**

1- The analyst with herself:

To assess the stability of the analysis card over time, the researcher conducted an analysis on a random sample of the content. After a period of twenty days, the researcher repeated the analysis process. The results obtained from both analyses were then compared and evaluated. Through the analyst's agreement with herself and by comparing the results from the repeated analyses, the researcher demonstrated the stability of the analysis card used in content analysis.

Additionally, the high reliability coefficient obtained for the concepts of peace building and conflict resolution further confirms the accuracy and reliability of the research tool.

2- Stability with another analyst:

To evaluate this type of reliability and to determine the level of agreement among the analysts, the researchers used Cohen's Kappa formula to calculate the agreement coefficient. The reliability coefficients were obtained, and the corresponding values were presented in the table.6)

In addition, it is recommended that statisticians use a minimum sample size of 20% in descriptive studies when the population is small (a few hundred), and this percentage decreases to 5% in very large populations (tens of thousands), as indicated by (Return, 1998: 178).

Statistical methods:

The researcher used statistical methods employing the SPSS program and Excel program as follows:

Chapter Four:

Presenting the results and interpreting them.

This section includes a presentation of the findings reached by the researchers in the analysis of human rights curricula, along with their interpretation and discussion, as follows:

- The weakness of incorporating concepts of peace building and conflict resolution in the content of human rights education.
- The weakness of the balance in peace building and conflict resolution within the content of human rights material.

The researchers presented a set of proposals to incorporate the concepts of peace building and conflict resolution into the content of human rights education.

In light of the findings of this research, the researchers reached a series of conclusions, recommendations, and suggestions.

Thirdly:

Conclusions: The researchers will conclude the following:

1- The weak incorporation of peace building and conflict resolution concepts in human rights curricula highlights the inadequacy in keeping up with developments in the 21st century regarding peace building and conflict resolution.

There is a weakness in the balance of incorporating concepts of peace building and conflict resolution in human rights curricula, as the frequency of some peace building and conflict resolution concepts is low, and their proportions in one of them do not show balanced growth in the distribution to organize the learner's knowledge structure.

Fourth:

Recommendations:

In light of the results, the researchers recommend the following:

The necessity of activating enrichment activities to develop concepts of peace building and conflict resolution and conveying them to students.

The curriculum in colleges of education must include reconciliation processes and support efforts aimed at addressing divided communities and building the foundation for lasting peace.

Fifth:

Recommendations:

In light of the research findings, the researchers propose the following:

- 1- Developing a training guide based on the concepts of peace building and conflict resolution.
- 2- The effectiveness of a training program based on peace building concepts and conflict resolution.

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