

## **A Study on Examining Elementary Education Curricula in Turkey from the Aspect of Peace Education**

*Melek Demirel*

Department of Educational Sciences, Faculty of Education, Hacettepe University, Turkey

---

**Abstract:** Education is one of the most significant elements in preventing violence, maintaining social peace and making it the dominant theme. The main aim of the peace education is to help the students develop strategies in order to form a world order which will bring the social justice into being. The peace education intends to turn crowded groups into peaceful societies by raising their awareness and improving their behavioral skills. The aim of this study, where document analysis is employed –a method of qualitative research- is to analyze elementary education curricula in Turkey from the aspect of “peace/peace education”. In accordance with the aim of the study, it has been tried to identify how students are enabled to gain the value of peace, with a specific emphasis on the aims of elementary education curricula, acquisitions, activities and skills. In the study, the objectives, skills, acquisitions and activities of Turkish elementary education curricula have been accepted as analysis units. The Turkish elementary education curricula have been evaluated by content analysis in terms of the importance given to peace education. It has been determined that especially Life Sciences, Turkish and Social Sciences curriculum have emphasized peace/peace education. Elementary education curricula contain the concepts and values such as responsibility, tolerance, love, respecting differences, peace, cooperation, empathy, problem-solving and sensitivity; but not under the heading of “peace education”.

**Key words:** Elementary education • Elementary education curricula • Peace • Peace education

---

### **INTRODUCTION**

Violence has become widespread and even has entered schools today. This violence, which exists in society, has also spread into students. When it is thought that such problems stem from lack of education, it is evident that violence and similar problems can be resolved through education. Therefore, peace education to be offered at schools bears great importance.

**The Meaning of Peace:** Peace is commonly understood as the absence of hostility, or the existence of healthy or newly-healed interpersonal or international relationships, safety in matters of social or economic welfare, the acknowledgment of equality and fairness in political relationships and, in world matters, peacetime; a state of being absent of any war or conflict. Reflection on the nature of peace is also bound up with considerations of the causes for its absence or loss. Among these potential causes are: insecurity, social injustice, economic inequality, political and religious radicalism and acute racism and nationalism [1].

“Peace” is defined as the atmosphere formed through harmony, mutual understanding and tolerance[2]. Different cultures and political approaches introduce different interpretations into the concept of peace. While the meaning of the concept is perceived as “the balance of powers and avoidance of international violence” in developed countries, the concept is perceived as “social justice and human rights in under developed countries [3]. The 2001-2010 period was declared as the Decade of Hostility to Violence by the United Nations so as to “Develop Peace Culture and Protect Children”. “Peace culture”, which is mentioned in this text, is defined by the United Nations as: “Peace culture is a culture which is based upon the principles of equality, justice, democracy, human rights, tolerance and solidarity and which supports living together and sharing. This culture is against violence and it tries to take precautions by going down to the stem of disagreements. It makes efforts to resolve problems through dialogues and negotiations. It aims to ensure that every individual enjoys rights and takes part in the development process of society. It attains those aims through culture and education [4].

**Peace Education:** Peace education may be defined as the process of acquiring the *values*, the *knowledge* and developing the *attitudes, skills and behaviors* to live in harmony with oneself, with others and with the natural environment [5]. Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, national or international level [6].

In order to create a better world in the future, a peace-focussed education should be offered to today's children and youth; implementation of peace education-focussed curricula in schools following a revision of current educational philosophies should not be delayed. It is essential to comprehend thoroughly that everybody- regardless of their race, age, sex, religion, economic state, nationality and ideology- has a shared and humane responsibility in the creation of a world with complete peace. Among the aims of both formal and informal education curricula, the aims of peace education should have priority [7].

One of the most important elements in preventing violence, ensuring social peace and making it dominant is education. Even though peace is provided temporarily with methods apart from education, it is almost impossible for such peace to be long lasting or permanent. Therefore, "peace education", which was developed as a by-product of views approaching peace from educational perspective, is an indispensable part of the way of teaching of tolerance, sharing and sincerity to adults and to children. Peace education involves matters available in children's daily life such as resolving conflicts, understanding variation and accounting for values. Besides, it installs such skills and values as goodwill, tolerance, mutual understanding and empathy in students. The basic aim of peace education is to help students develop strategies to contribute to establish a world order which could ensure social justice. Students who receive pacifist education also acquire skills that may be adapted into special cases such as reconciliation, resolving conflicts, establishing an atmosphere of peace and preventing violence [8].

Using the scarce resources of the world for the happiness of humanity rather than fatal weapons and resolving conflicts with scientific methods should not be considered as fantasizing. This should be the age of realism and happiness. If we believe in the power of education in creating a good and happy world full of peace in the future; we must regard that battle or peace is

a social attitude, a new world order for next generations and an issue and matter of education in general. School curricula of every level must be examined and improved within the power and responsibility of educators. The issues such as love and happiness of humanity, fundamental human rights, human relations and communication, international cooperation, the idea of United Nations, the natural and cultural wealth and beauty of communities in the world, their cooperative work, the superiority and value of mankind must be covered in schools on every occasion, the importance those issue bear in the future of youth and children must be taught; and effort must be made to demonstrate that those values are the cornerstones of their value judgements [7].

"Peace Education Curricula" developed for children of pre-school and elementary school age are designed in a manner so as to suit children's psychological and ethnical development. Those programmes are usually activity- centred and they put games and various activities on the foundation and are concluded with discussions. The basic aim of those activities is to guide children in learning the concept of "peace" through in-school and out-of-school experiences [9]. Teaching this universal value in the pre-school period is of vital importance in the development of especially this age group children, in creating a democratic environment and in children's acting with citizenship identity and responsibility in the future as individuals living in the society. In order for children to be able to learn this concept, adults should set models to pre-school children firstly and receive education about this concept. Thus, teachers should be offered in-service training courses or seminars on peace education.

The concepts of equality, justice and freedom which are at the foundation of peace are the focal points of peace education. The main target in peace education is to inculcate methods and strategies to attain peace in individuals. Strengthening peace, assuring peace through communication, building peace and realising peace with no violence are a few of those methods. Individuals having been exposed to peace education might be expected to develop forms of behaviour for the resolution of conflicts and display attitudes to maintain peace.

While there have been many definitions of peace education, the field is generally considered multi-disciplinary and includes a focus on peace studies, social justice, economic well-being (meeting basic needs), political participation (citizenship), nonviolence, conflict resolution, disarmament, human rights and concern for the environment. Peace educators at various times have engaged with additional areas of inquiry including feminism, global education and cultural diversity [10].

**Objectives of Peace Education:** The objective of peace education is to equip individuals with skills to resolve conflicts in creative, constructive and peaceable ways [4]. Peace education aims to improve individuals' consciousness and behavioural skills and thus to convert masses of people into pacifist communities. That could only be made possible by helping individuals find constructive solutions to their problems. Even though the real target is the society, change begins with the individual. The fundamental objective is to ensure that the individual includes the concept of peace in his life and inculcates it in society through pacifist relations. However, in order to assure that individuals are pacifist in themselves, it is necessary for them to feel they are safe and their needs to be met and they are respected [11].

The following list summarizes aims found in UNICEF peace education programmes. These are commonly expressed as knowledge, skill and attitudinal aims. Within these categories, there may be considerable overlap [6].

**Knowledge:**

- Awareness of own needs, self awareness
- Understanding nature of conflict and peace
- Ability to identify causes of conflict and non-violent means of resolution
- Conflict analysis
- Enhancing knowledge of community mechanisms for building peace and resolving conflict
- Mediation process
- Understanding interdependence between individuals and societies
- Awareness of cultural heritage
- Recognition of prejudice

**Skills:**

- Communication: active listening, self-expression, paraphrasing, reframing
- Assertiveness
- Ability to cooperate
- Affirmation
- Critical thinking
- Ability to think critically about prejudice
- Ability to deal with stereotypes
- Dealing with emotions
- Problem-solving
- Ability to generate alternative solutions
- Constructive conflict resolution
- Conflict prevention
- Participation in society on behalf of peace
- Ability to live with change

**Attitudes:**

- Self respect, positive self image, strong self-concept
- Tolerance, acceptance of others, respect for differences
- Respect for rights and responsibilities of children and parents
- Bias awareness
- Gender equity
- Empathy
- Reconciliation
- Solidarity
- Social responsibility
- Sense of justice and equality
- Joy in living

Peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which they are taught [12]. In a number of countries, emphasis is placed on improving the school environment so that it becomes a microcosm of the more peaceful and just society that is the objective of peace education. This creates a consistency between the messages of the curriculum and the school setting, between the overt and the "hidden" curriculum. Interventions on the level of the school environment tend to address how children's rights are either upheld or denied in school, discipline methods, how the classroom and school day is organized and how decisions are made. Training of teachers and administrators is critical to enabling teachers to examine these issues from the perspective of peace education [6].

Peace education is an essential component of high quality basic education. It contributes to the improvement of knowledge, skills and values. The knowledge, skills and values facilitates children's, young people's and adults' negative behaviours to change; they help to solve personal, interpersonal, between groups, national and international conflicts through peaceable ways [6]. Peace education in schools is an important step of pedagogical skills which requires expertise because those values, behaviours and beliefs need to be internalised. Besides, experimental ways of learning and devoting the self to causes leading to arguments in society should also be internalised. Thus, teachers should possess those skills and knowledge to perform peace education and should be motivated to conduct this [13].

Education offered Turkey is related to teaching rather than education. Teachers undertaking the task of peace education should be conscious of the significance of their

task. Peace education may be seen as the mirror reflecting the political, social and economic state. Consequently, peace education stimulates teachers and students to be the parts of a campaign for change. Teachers who are able to conduct peace education should like its values, possess comparable behaviours and display similar tendencies. Therefore, the content of peace education should first be comprehended thoroughly and absorbed by teachers. The knowledge and skills included in peace education will be successful to the extent that they are reflected to the curriculum and thus unity in education and teaching will be achieved [14].

**The Purpose of the Study:** The purpose of this study, where document analysis is employed –a method of qualitative research- is to analyze elementary education curricula in Turkey from the aspect of “peace/peace education”. In accordance with the purpose of the study, it has been tried to identify how students are enabled to gain the value of peace, with a specific emphasis on the aims of primary curricula, acquisitions, activities and skills. In the study, the skills, acquisitions, objectives and activities of Turkish elementary education curricula have been accepted as analysis units. The Turkish Primary curricula have been evaluated by content analysis in terms of the importance given to peace education.

## FINDINGS

**Peace Education in Elementary Education Curricula in Turkey:** The principles of constructivism, student-centeredness, theme approach and active learning were taken as basics in primary education Mathematics, Turkish, Science and Technology, Life Sciences and Social Sciences curricula, which went into effect in 2005-2006 academic year in Turkey. New curricula are different from traditional methods as they put the students more in the center of education. The general targets of the Turkish National Education were identified through the Basic Law of National Education Number 1739. A close examination of the general targets of the Turkish National Education reveals that it has been aimed to transfer values to students. These targets, which are intended for the primary-school stage, provide a general point of view concerning individual, economic and social lives and interpersonal relationships. Accordingly, it has been aimed to raise the welfare and prosperity of the Turkish citizens and the Turkish society on the one hand and to support and speed the social and cultural development up in terms of national unity and integrity on

the other; and eventually to render the Turkish nation a constructive, creative and distinguished participant of the Modern World. The general targets of the Turkish National Education are privatized in elementary education curricula.

Skills like critical thinking, creative thinking, communication, problem solving, research, decision making, using information technologies, entrepreneurship, giving importance to individual and social values –also to peace education- are highlighted in every curriculum. The vision of renewed curricula is to train happy citizens of the Turkish Republic who have internalized the principles and reforms of Atatürk, who have basic democratic values, who have developed questioning, critical thinking, problem solving, decision making and lifelong learning skills and who have respect for human rights. This notion in a way shows us the basics of values and also peace education found in the new curricula.

Tolerance, peace, accepting the differences, empathy, sensitivity, mutual respect and such concepts are considered in the curriculum designed by Turkish Ministry of Education. Peace in general and peace education are stressed especially in the curricula of Turkish Language, Life Sciences and Social Studies courses.

**Peace Education in Turkish Curriculum:** The Turkish curriculum is developed with the aim of having students develop listening, speaking, reading, writing, visual reading and visual presentation skills; by using these skills having students develop themselves cognitively, socially and emotionally; getting students to communicate effectively; to have a great love of Turkish and to form the habit of reading and writing [15].

A special theme is available in elementary education Turkish curriculum under the heading of “Our Values”. The contents of this theme are the following: “Turkish culture, Turkish language, our important values, religious ceremonies, folksongs, folk dancing, motherland, heroism, flag, etc. In addition to many values, the names of our holy ancestors are also listed in that theme. Concepts such as tolerance from Mevlana, love of human beings, from Yunus Emre, respect for human beings and living humanely from Hacı Bektaş-ı Veli are matched with those personalities and are taught. In the Turkish language curriculum of grade 6 and 8, love of human beings in the theme of “Love”, individual and society, helping and solidarity in the theme of “Social Life”; personality types, empathy, responsibility, social development and positive thinking in the theme of “Personal Development” are

available. And civilisation, individual and society, helping, neighbours' relations, globalisation, solidarity and friendship are offered in the theme of "Social Life".

**Peace Education in Life Sciences Curriculum:**

The Life Sciences curriculum is designed for grades 1, 2 and 3. The vision of this curriculum is to raise individuals "who enjoy learning; who are in good terms with themselves and with their social environment and nature; who are protecting, developing and are aware of themselves, their nation, country and nature; who have the basic knowledge and survival skills needed for daily life and the essential qualifications for the contemporary world; who are open-minded and happy enough to adapt dynamically to changes" through activities that are initiated by students and monitored by teachers –rather than by transferring mere knowledge. This course aims at "raising happy individuals who are on good terms with the self and the social environment and who are flexible enough to adjust to changes dynamically" [16].

Before starting school, the world of children is restricted to their families and the possibilities that are provided by their families. Schools provide children with various possibilities and enable them to extend into a larger world. The course of life sciences is a course which will guide children in that larger world. Objectives related to the concept of peace are also available in the vision of Life Sciences Curriculum.

Objectives are offered along with the skills, personal traits and sub-disciplines in the curriculum of Life Sciences. Skills in the context of "Peace Education" are stated as: communication, problem-solving, research, self-management (ethical behaviour, participation, sharing, cooperation and doing team work, respecting differences). Objectives to be associated with the concepts of tolerance, dialogue and peace attract attention in the course of Life Sciences. Objectives such as "He behaves appropriately while participating in games and constructing the games; He regards that he and his friends can make mistakes during games" are in the first grade curriculum. It should be accepted that positive results will emerge with the application of the mentioned gains into daily life. The objectives of "He accepts that differences from his friends are natural; He is aware of how his feelings affect him." are in the second grade curriculum. And in the third grade curriculum are the objectives such as "He regards differences as natural and he approaches persons with different properties with tolerance." In acquiring those objectives, the concepts of "tolerance, love, honesty and respect" are handled together and taught with sample events.

In a similar vein, through Life Sciences curriculum, students are helped to develop such personal traits and values as: self-respect, sociality, patience, tolerance, love, respect, peace (noticing problems, noticing ways of solution, using problem-solving skills in problems encountered, celebrating national and religious festivals, living with social sharing, acting with solidarity, knowing that similarities and differences are natural) and justice in the scope of peace education.

Matching the objectives in the curriculum with topics of Atatürkism and quoting examples from the life of Atatürk, who holds the view of "peace at home, peace in the world", will facilitate comprehending the concept of "peace".

The concept of peace is stressed in the curriculum of Life Sciences and peace education is integrated with other inter-disciplines (such as guidance and psychological counselling, Human Rights and Citizenship, Special Education) and thus efforts are made to develop relevant positive attitudes, skills and personal traits in students. The recommended activities for this age group are usually the activities through which students can learn by enjoying themselves such as educational games, creative dramas and group works. With those activities students learn through practice/experience that others' feelings are also important, differences should be approached with tolerance; they also learn what to do to resolve problems (conflicts) and how to behave in similar cases.

**Peace Education in Social Studies Curriculum:**

The concept of "peace" focussed in the curriculum of Social Sciences. In Social Studies curriculum there are twenty values as; justice, caring family members, independence, peace, being scientific, being hardworking, solidarity, sensibility, honesty, aesthetics, tolerance, hospitality, freedom, care for health, respect, love, responsibility, cleanliness, patriotism and charity [17].

Although the concept of "peace" is not directly used in the objectives of Social Sciences curriculum, it is usually indirectly focussed on in unit activities. Especially objectives such as approaching individual differences and different views with tolerance, respecting others' views, resolving conflicts and helping people in need are considered to be the part of peace education. For instance, studying texts containing Mevlana's conception of tolerance as an activity in the "I Know Myself" unit in grade 4 Social Sciences course is a good example for the realisation of the gain of "respecting others' views".

An attempt is made to install in students values such as social participation and solidarity within the scope of Human Rights and Citizenship course as an inter-discipline

in the unit of “Those Working for the Society” in the 5<sup>th</sup> grade course of Social Sciences. As an activity, students are expected to generate a solution for a given state of conflict. The main features that are desired to be offered to students (respect, tolerance, justice, peace, etc) are presented through activities and inter-disciplines.

The concept of peace is dealt with along with social participation, respect for rights and freedoms indirectly also in the unit of “The Adventure of Democracy” in the 6<sup>th</sup> grade curriculum. Activities such as “The Short History of Democracy” (students study the developmental process of democracy, its fundamental principles and various forms of government and compare them in an analytic table in this activity), “Let me Speak” (students are asked to write essays for the school magazine/newspaper in relation to freedom of thought and expression) and “Let’s Know Human Rights” (research and drama activities to learn the human rights, terms and concepts related are conducted in this activity) also support the properties to be instilled in students. Helpfulness, solidarity and finding solutions to problems are reinforced with the activity of “Problem Hunters” in the unit of “Our Country and the World”. Literature such as newspapers and magazines are reviewed in this activity and the effects of cooperation and solidarity with other nations for the solution of problems on solutions are discussed.

Effort is made to facilitate values such as respecting differences and communication through activities of “Effective Listening” (factors influencing listening and the importance of effective listening are discussed in this activity) and “Communication Obstacles” (forms of expression, attitudes and behaviours hindering communication are examined and the conflict between Hacivat and Karagöz characters is analysed in this context) in the unit of “Communication and Human Relations in the 7<sup>th</sup> grade curriculum. And the activity called “What should I do when I am in Conflict?” is for developing the skill of problem solving. Students are requested to evaluate their own methods of solution in this activity. In the unit “Living Democracy”, properties such as decision-making, empathising, finding solutions and being fair are emphasised.

Of the values that Social Studies course tries to provide students, tolerance, respect, responsibility, peace and sensitivity are also arranged in accordance with students’ levels. The values are classified as respect for feelings and thoughts and tolerance in grade 4; responsibility in grade 5; respect for rights and liberties in grade 6; and respect for differences and being fair in grade 7. Objectives such as “He recognises and accepts

individual differences.”; “He is aware of the relations between feelings and thoughts.”; “He expresses his feelings and thoughts concerning different states.”; “He respects others’ feelings and thoughts.” are also available in this curriculum.

Education concerning democracy and human rights is also offered in the course of Social Studies. The fundamental aim in providing democracy consciousness is to absorb the basic elements of democracy as a form of government and the democratic rights and freedoms as a form of living. Consciousness for democracy, essentials of democratic life, the processes of democratic life and the teaching of relevant concepts are presented with examples in the curriculum. While students are becoming aware of performing the essentials of democratic life in the 4<sup>th</sup> and 5<sup>th</sup> grades, they learn the emergence and functions of government types and democratic institutions and the essentials of participation in democratic processes in the 6<sup>th</sup> grade. Thus, they comprehend that living with distinctive elements could be possible; and they also understand how it could be possible to live in tolerance, with mutual understanding and peacefully and they learn to respect different views and they consider differences as wealth. The objective “He introduces evidence about the importance of living together in the Ottoman society with tolerance.” is also included in the 7<sup>th</sup> grade to emphasise that this is one of the basic values of Turkish society and to show the historical roots. The learning field called “Global Links” targets students’ perception of the world and Turkey in the world. In trying to do this, objectives aiming to compare the self with peers in the world and to comprehend international economic, cultural, political and sport activities and their significance are listed in the curricula from the 4<sup>th</sup> to the 7<sup>th</sup> grade and students’ gaining skills in these matters are targeted.

## **CONCLUSION AND DISCUSSION**

The increase in violence today makes it inevitable to include peace education in educational curricula. Providing a peaceable atmosphere in schools and inculcating skills of resolving conflicts is obviously very important in our society, where personal conflicts and violence are encountered very often. A review of relevant literature showed that among the concepts related to peace education respect, love (affection), tolerance, responsibility, cooperation, empathy, conflict, anger management, problem-solving, reconciliation, violence, bully and victim were available. A number of countries have developed peace education curricula, usually consisting of activities around themes such as communication, cooperation and problem solving.

Generally speaking, peace education aims to develop knowledge, attitudes and skills which will help people understand and cope with conflict at different levels in their own lives and in the society at large. It encourages certain values and skills including appreciation of human diversity, building up good interpersonal, inter group and international relationship, a sense of personal and social justice, ability to cope with conflict constructively, knowledge of the range of alternatives to violence and increased ability to put them into practice [3].

Things to be done for securing peace in a society are listed by UNESCO as: developing a culture of peace through education, improving economic and social development, increasing respect for human rights, ensuring male-female equality encouraging democratic participation, increasing understanding, tolerance and solidarity, supporting the free flow of knowledge and participatory communication and assuring international peace and security [18].

Training individuals in communication skills and peace education and thus instilling in them habit of solving their problems permanently and humanely is among the objectives of Turkish educational system. Elementary education curricula contain the concepts and values such as responsibility, tolerance, love, respecting differences, peace, cooperation, empathy, problem-solving and sensitivity; but not under the heading of "peace education". The quotation from Atatürk, "*Peace at home, peace in the world*", may be said to be the most significant indicator of importance attached to peace. In general, peace and peace education are emphasised especially in the curricula of Life Sciences, Social Sciences and Turkish Language courses. Special emphasis is placed on such concepts as respect, affection, responsibility, positive thinking, helping each other, neighbourhood relations and friendship in the themes of "Our Values", "Affection" and "Social Life" in the curriculum of Turkish language. In a similar vein, efforts are made to teach the concepts such as affection, peace, tolerance, honesty, respect, etc. through sample cases in the curriculum of Life Studies. It may be said that through concepts such as respect and tolerance for emotions and thoughts, responsibility, respect for rights and liberties, respect for differences and being fair, efforts are made to integrate peace education into the curriculum in the case of Social Sciences. Besides, statements of gains expressing the aims of peace education are also available in the courses of "Guidance and Psychological Counselling" and "Citizenship and Human Rights", which are presented as inter-disciplines in the curricula. [15-17].

Objectives to develop students' personal traits and value judgements as well as sample activities to perform them are included in the curricula. Effort should be made to teach those values and personal properties to students and to show them how to apply the values and properties to daily life. Visual and written teaching materials should be prepared, teacher training should be performed effectively, a values education project compatible with our cultural structure should be designed and its implementation in social life should be secured in order to ensure that.

On the other hand, education offered at schools is more related to instruction than education. Teachers undertaking the task of peace education should be conscious of the significance of their task. Peace education could be seen as a mirror reflecting the political, social and economic state of societies. The content of peace education should first be comprehended thoroughly and assimilated by teachers. Using positive definition of peace, Hutchinson (1986) argues that there is little point in teaching about peace if we ignore how we teach. If the classroom and school is an unhappy, alienating and violent place, then by definition this cannot be education for peace. As long as learning situations involve aggressive competition, little or no participation on the part of learner, lack of dialogue between the learner and teacher and other forms of direct and structural violence they remain inherently unmerciful [19].

The knowledge and skills within the scope of peace education are successful to the extent that they are reflected to the curriculum and thus unity in education and instruction is achieved [14]. What can be done in schools for peace education is listed below [7].

- Initially, democratic education should be considered important and effort should be made on every occasion to develop democratic behaviours in students. It should be taught firmly that human being is a free, responsible and valuable creature, that differences are available between individuals; therefore they do not resemble each other, that it is natural for them to have distinct systems values and thoughts, therefore, problems probable to arise among individuals and societies should be solved with strong communication and with patience.
- The art of success at human relations should be taught and ways to get on well with people at home, in the street and in the workplace should be taught.

- It should be ensured that children and youth should be informed of issues such as the solution of disagreements and conflicts between individuals and groups or societies, empathy, misunderstanding and being misunderstood, tolerance, belief in individual differences, cultural values and differences.
- Objectives such as human rights, international law, the sovereignty rights and liberties of nations, the importance of cooperation between the weak and the strong rather than the superiority of the strong, dependence of individuals on each other should be more included in the general and specific aims of education; and course contents should be selected and taught accordingly.
- Even though the bad sides of wars are mentioned, it should be stressed that national and international unity is essential when needed in order to maintain peace; the development of fundamental cultural values such as coming together under shared ideals and the language, religion, history, art, democracy and secularism of a society should be considered important; and creating the social unity within differences should occupy desired the place and the importance of realisation of all these should be emphasised.
- Another important aim of education is to attach importance to science and technology education in schools necessary to prevent or win a war when it is needed. It should be remembered that societies with advanced technology and firm economy through education and industry might be more influential over wars and peace and that they may make more contributions to peace.
- The topic of war and peace should not be left only to the course of social sciences; associations should be established in other courses between courses and the topics should be taught well. Using the important days and weeks such as United Nations, Human Rights, World Peace Day, UNESCO, local independence days and national festivals- which are all in school curricula- it should be taught that individuals and societies can improve and develop better with peace and that they can use the available materialistic and spiritual sources better. The necessity of valuable and honourable peace rather than a simple opposition to wars should be taught.
- It should be stated in classes that dictatorship has always caused harm and brought defeats to the nation and other nations sooner or later and those

harms have always cost too much throughout history. In consequence, it should be stressed that democratic societies based on freedom might be more successful and more ideal in preventing wars and maintaining peace.

- It should be pointed out that our world is getting smaller and smaller and nations come closer to one another through exchange of trade, transport, communication and technology and thus they become interdependent; and that each person and nation has a role in such a world in maintaining peace. It should also be told that nations are no longer separate islands but that they are (or have to be) interrelated creative, constructive and contemporary members of one developing world.
- And most important of all is that attaining all the above mentioned aims will be possible in an atmosphere of peace which will develop through education and with belief in this and that educators have great responsibilities in gaining such belief, attitudes and knowledge.

#### REFERENCES

1. Wikipedia (The Free Encyclopedia). Retrieved September 23, 2009, from <http://en.wikipedia.org/wiki/Peace>.
2. Türk Dil Kurumu, 2006. Retrieved September 6, 2009, from <http://www.tdk.gov.tr>.
3. Önür, A., 1994. A Study on Peace Education: Resolving Classroom Conflicts. Yayımlanmamış Doktora Tezi. Orta Doğu Teknik Üniversitesi, Ankara.
4. Sertel, J.M. and G. Kurt, 2004. Winpeace- Barış Eğitimi Barış Bireyde Başlar, İstanbul: Ekspres Basım.
5. Wikipedia (The Free Encyclopedia) Retrieved September 23, 2009 from [http://en.wikipedia.org/wiki/Peace\\_education](http://en.wikipedia.org/wiki/Peace_education).
6. Fountain, S., 1999. Peace Education in Unicef, Working Paper, Retrieved May 25, from <http://www.unicef.org/girlseducation/files/PeaceEducation.pdf>.
7. Demirtaş, A., 1991. Barış, Savaş ve Eğitim, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 6: 41-46.
8. Deveci, H., F. Yılmaz and R. Karadağ, 2008. Öğretmen Adaylarının Barış Eğitimi Algıları, Eurasian Journal of Educational Res., 30: 63-80.
9. Page, J.S., 2004. Peace Education: Exploring Some Philosophical Foundations. International Review of Education, 50(1): 3-15.



10. Stomfay-Sitz, A.M., 2008. A History of Peace Education in the United States of America, Retrieved September 2, 2009 from [http://www.tc.edu/centers/epe/PDF%20articles/StomfayStitzUnited%20States\\_22feb08.pdf](http://www.tc.edu/centers/epe/PDF%20articles/StomfayStitzUnited%20States_22feb08.pdf).
11. Galtung, J. Form and Content of Peace Education, In. Encyclopedia of Peace Education. Retrieved September 12, 2009 from <http://www.tc.edu/centers/epe>.
12. Baldo, M. and E. Furniss, 1998. Integrating Life Skills into the Primary Curriculum, New York, UNICEF.
13. Bar-Tal, D., 2004. The Elusive Nature of Peace Education. *Journal of Social*, 60(2):.
14. Tapan, C., 2006. Barış Eğitimi Programının Öğrencilerin Çatışma Çözme Becerileri Üzerindeki Etkilerinin İncelenmesi. Yayımlanmamış Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi. İzmir.
15. MEB, 2006a. İlköğretim Türkçe Dersi Öğretim Programı ve Kılavuzu. Ankara: Devlet Kitapları Müdürlüğü Basımevi.
16. MEB, 2006b. İlköğretim Hayat Bilgisi Dersi Öğretim Programı ve Kılavuzu. Ankara: Devlet Kitapları Müdürlüğü Basımevi.
17. MEB, 2006c. İlköğretim Sosyal Bilgiler Dersi Öğretim Programı ve Kılavuzu. Ankara: Devlet Kitapları Müdürlüğü Basımevi.
18. UNESCO, 2002. Non-Violent Conflict Resolution in and out-of School, UNESCO, Paris.
19. Hutchinson, F., 1986. Report on the NSW Education Department. In Education for Peace: Explorations and Proposals. Canberra: Curriculum Development Centre.