



Plagiarism Checker X - Report

Originality Assessment

0%

Overall Similarity

Date: Apr 6, 2026 (02:26 PM)

Matches: 9 / 4446 words

Sources: 1

Remarks: No similarity found,
your document looks healthy.

Verify Report:

Scan this QR Code



Peace Education as an Ethical Foundation for Sustainable and Conflict-Free Schooling .

Abstract

In response to escalating global challenges such as environmental degradation, social inequality, and conflict, education is increasingly positioned as a transformative force for shaping ethical, peaceful, and sustainable societies. This paper explores peace education as a foundational ethical framework that intersects with green technologies, inclusive pedagogy, and global citizenship to cultivate conflict-free and future-ready schools.

Drawing on critical pedagogy, humanistic theory, and philosophical traditions, including Gandhian and Ubuntu thought, the study outlines how peace education goes beyond the mere absence of violence to nurture empathy, justice, environmental responsibility, and intercultural respect. Through participatory learning, restorative justice practices, and sustainable school infrastructure, peace education empowers students to act as ethical stewards of both society and the environment. The paper further integrates policy recommendations aligned with the Sustainable Development Goals (SDGs) and India's NEP 2020, emphasising the role of all stakeholders, educators, communities, and policymakers, in institutionalising peace education. Ultimately, it positions peace and sustainability not as add-ons to curriculum, but as core pillars of 21st-century education aimed at building inclusive, resilient, and harmonious learning environments.

Keywords

Peace Education, Conflict Resolution, Sustainable Schooling, Green Technology, Education for Sustainable Development (ESD), Global Citizenship, Inclusive Pedagogy, Gandhian Philosophy, Restorative Justice, NEP 2020, SDG 4.7, Ubuntu Philosophy, Ethical Schooling, Environmental Stewardship, Holistic Education

Peace Education as an Ethical Foundation for Sustainable and Conflict-Free Schooling

Rationale and Relevance of Peace Education in Today's Global Educational Context

In an era marked by environmental crises, social inequality, and geopolitical tensions, education is increasingly viewed as a powerful means to shape responsible global citizens capable of addressing these multifaceted challenges. The growing emphasis on integrating green technologies into education signifies a paradigmatic shift in pedagogical practice aimed not only at fostering ecological literacy but also at instilling a deeper sense of environmental stewardship among future generations (Harris, 2004). Parallel to this ecological imperative, peace education has emerged on the global stage as a transformative approach that seeks to cultivate non-violence, empathy, and respect for human dignity within educational institutions (Salomon & Nevo, 2005).

Despite its growing recognition, peace education's philosophical and ethical foundations have often been underexplored, leaving its full potential inadequately understood (Salomon & Nevo, 2005). It extends beyond the classroom to challenge systemic forms of violence, social, structural, and institutional, by encouraging critical reflection, participatory learning, and a commitment to justice (Nicolás et al., 2019). At its core, peace education views learning as a transformative act that shapes not just knowledge but also values, behaviours, and attitudes toward peaceful coexistence (Salomon & Nevo, 2005; Higgins & Novelli, 2020).

The discipline of peace education has its roots in grassroots movements advocating for civil rights, gender equality, disarmament, and environmental justice. It has evolved to encompass diverse modalities, including human rights education, development education, environmental education, and conflict resolution education, each contributing to a shared goal of equipping individuals with the capacity to address conflict non-violently and promote peace at all levels of society (Lum, 2013; Harris, 2004).

Understanding peace as more than the absence of violence, peace education seeks to

establish cultures of harmony, ethical action, and social responsibility (Akudolu&Umenyi, 2016; Gürdoğan-Bayır& Bozkurt, 2018). It aims to nurture compassion, empathy, and critical thinking, often using creative and arts-based curricula to foster ethical growth and reflective awareness (Barkhordari et al., 2016). Importantly, it engages with local contexts of conflict, striving to serve as a relevant and responsive force in divided or fragile communities (Tidwell, 2004). Indigenous education systems also exemplify this goal, offering culturally rooted frameworks that support civil behavior and societal well-being (Musyoka-Kamere, 2018).

However, peace education is not without its critics. If poorly implemented, education can unintentionally reinforce societal divisions, exacerbate intolerance, or fail to equip learners with the tools necessary for democratic participation (Tebbe et al., 2013). Conversely, when designed thoughtfully, it can meaningfully contribute to reconciliation, civic engagement, and human rights promotion, making it a cornerstone of democratic and sustainable societies.

Philosophically, peace education advocates for a broader vision of education that incorporates environmental ethics, social justice, and global citizenship. It encourages learners to confront the root causes of conflict, including structural violence, inequality, and oppression (Higgins & Novelli, 2020). In doing so, it aligns closely with the principles of education for sustainable development (ESD), which emphasises the interconnectedness of environmental, economic, and social dimensions of global well-being (Bajaj & Chiu, 2009).

Moreover, peace and conflict studies are increasingly recognised as integral components of undergraduate education, enhancing students' understanding of injustice and fostering critical consciousness (Smith, 2007; Page, 2004). Pedagogical strategies grounded in dialogue, reflection, and collaborative problem-solving further reinforce the transformative power of peace education (Gill & Niens, 2014).

In this context, the present paper examines peace education as an ethical and philosophical foundation for creating sustainable and conflict-free schools. It explores how

peace education when integrated with green technologies and inclusive pedagogies can build learning environments that not only educate but also heal, empower, and transform.

Defining Sustainable and Conflict-Free Schooling in the Context of Green Technology Adoption

Sustainable and conflict-free schooling represents a transformative vision for education one that intertwines ecological responsibility with social harmony to create nurturing, future-ready learning environments. This concept goes beyond mere implementation of green technologies or conflict-resolution strategies. It encompasses a holistic educational paradigm that integrates environmental sustainability, ethical values, inclusivity, and non-violence into the very fabric of school life.

1. **Integration of Green Technologies for Environmental Sustainability:** Sustainable schools adopt eco-friendly technologies like solar energy, rainwater harvesting, and digital tools to reduce environmental impact. These technologies also serve as learning tools, students engage in projects such as monitoring energy use or managing digital gardens, thereby promoting ecological literacy and hands-on learning.

2. **Cultivating Non-Violent and Inclusive School Cultures:** Conflict-free schools foster empathy, dialogue, and inclusiveness. Practices like peer mediation, anti-bullying policies, and SEL programs create safe environments where students feel respected. Inclusive strategies ensure all learners, regardless of background or ability, thrive peacefully.

3. **Linking Moral-Ethical Development with Environmental and Social Peace:** Such schools emphasise ethics and values like justice and responsibility. Teachers model ethical behaviour, and students engage in civic activities that link personal choices with environmental and social outcomes, building character and responsible citizenship.

4. **The Synergy Between Green Technology and Peaceful Schooling:** When combined, green technology and peace education promote inclusion and innovation. Digital tools powered by sustainable energy increase access, while collaborative projects teach students to solve real-world problems related to justice and sustainability.

5. **Empowering Students through Participatory and Experiential Learning:** Students are

empowered through roles in eco-clubs, school governance, and sustainability campaigns. These hands-on experiences develop leadership, accountability, and civic responsibility while reinforcing values of peace and sustainability.

6. Engaging the Community for Sustainable and Peaceful Schooling: Collaboration with parents and communities strengthens sustainability efforts. Activities like community gardens, awareness drives, and intergenerational learning foster shared responsibility and cultural harmony.

7. Alignment with Global and National Development Goals: This model supports NEP 2020 and SDGs 4.7, 13, and 16 by promoting education for sustainability, climate action, and peace. Schools play a vital role in preparing students as ethical, informed global citizens.

Theoretical Foundations of Peace Education

Peace education is underpinned by a range of educational and social theories that inform its goals, approaches, and impact. Some of the key theoretical frameworks include:

- Critical Pedagogy (Paulo Freire): Freire's theory emphasises education as a tool for social transformation. In *Pedagogy of the Oppressed* (1970), he argues for a dialogical approach where learners critically examine power structures, question injustice, and engage in emancipatory action. Peace education aligns with this by encouraging learners to understand and challenge structural violence and social inequities through critical thinking, reflection, and praxis.
- Humanistic Education Theory (Carl Rogers & Abraham Maslow): Humanistic theories focus on the development of the whole person emotionally, socially, cognitively, and ethically. Rogers emphasised learner-centred education grounded in empathy and positive regard, while Maslow's hierarchy of needs places safety, belonging, and self-actualisation as foundational to learning. Peace education echoes these principles by creating emotionally safe and inclusive learning environments where students feel valued and supported in their moral and personal growth.
- Conflict Transformation Theory (John Paul Lederach): Lederach's theory of conflict transformation goes beyond resolving disputes to transforming relationships and social

systems. Peace education adopts this perspective by addressing the root causes of conflict, be they interpersonal or structural, and equipping learners with the skills to build long-term, sustainable peace through empathy, mediation, negotiation, and reconciliation.

□ **Social Learning Theory (Albert Bandura):** According to Bandura, behaviour is learned through observation, imitation, and modelling. Peace education applies this by emphasising role modelling of non-violent behaviour by teachers, peers, and community members. Through collaborative learning, group activities, and peer mediation, students observe and practice peaceful interaction and emotional regulation.

□ **Constructivist Theory (Jean Piaget & Lev Vygotsky):** Constructivism asserts that knowledge is actively constructed through interaction with the environment and others. Peace education uses constructivist approaches such as project-based learning, cooperative learning, and problem-solving to help students internalise values like empathy, justice, and cooperation through experience and reflection.

Ethical Principles Underlying Peace Education

Peace education is fundamentally rooted in core ethical values, including justice, equity, freedom, empathy, respect for human dignity, and environmental responsibility. These values are not merely ideals but actionable principles that guide educational practices in schools committed to peacebuilding. The integration of peace education demands a shift from conventional pedagogy to one that actively nurtures moral consciousness, inclusivity, and democratic engagement. This involves reimagining the school as a space where students not only acquire knowledge but also develop the capacity to live ethically and relate compassionately to others and the environment.

The ethical dimension also extends to curriculum content and learning processes. It calls for culturally responsive, inclusive, and dialogic pedagogies that respect the lived experiences of all learners. When green technologies and sustainability education are implemented within this ethical framework, they serve as tools to engage students in solving real-world environmental and social problems, thereby fostering action-oriented learning and ecological stewardship (Bajaj & Chiu, 2009).

Philosophical Foundations Supporting Peace Education

Peace education also draws from rich philosophical traditions that inform its ethical and pedagogical vision:

- Gandhian Philosophy emphasises non-violence (ahimsa), truth (satya), and self-discipline, urging that education must foster inner peace, civic responsibility, and social harmony.
- Humanistic Philosophy promotes dignity, freedom, and individual potential, viewing learners as active agents capable of contributing to a more compassionate world.
- Ubuntu Philosophy from African traditions underscores interdependence and shared humanity, “I am because we are”, making it a powerful ethical basis for communal learning and social cohesion.
- Global Citizenship Education (GCE) calls for a sense of belonging to a common humanity. It promotes civic engagement, global responsibility, and appreciation of cultural diversity, aligning peace education with Sustainable Development Goal (SDG) 4.7.

Together, these ethical, theoretical, and philosophical frameworks offer a robust foundation for peace education as both a scholarly discipline and a transformative educational practice. By blending theory with ethics, peace education becomes a multidimensional approach that empowers learners to address violence, inequality, and environmental degradation through informed, compassionate, and reflective action.

Philosophical Underpinnings Supporting Peaceful and Sustainable Learning Environments

The foundation of peace education lies not merely in instructional strategies but in the deeper philosophical convictions that shape our understanding of human nature, society, and the purpose of education. These philosophical perspectives offer a lens through which educators, policymakers, and learners can reimagine schooling as a transformative experience that promotes both inner peace and global sustainability.

1. Gandhian Philosophy: Non-Violence and Truth: Mahatma Gandhi’s principles of ahimsa (non-violence) and satya (truth) offer a moral foundation for peace education. His Nai Talim (Basic Education) emphasised experiential, value-based, and community-centred learning.

Gandhian thought envisions schools as spaces that practice peace through democratic engagement, ethical living, and service, shaping students into socially responsible and morally aware citizens.

2. Humanistic Education: Educating the Whole Child: Humanistic education, rooted in the work of Carl Rogers and Abraham Maslow, focuses on the holistic development of learners. It values emotional well-being, self-expression, and the intrinsic worth of each individual. Peace education reflects this through safe, inclusive classrooms that foster empathy, cooperation, and responsibility for both social and environmental issues.

3. Global Citizenship Education: Ethics Beyond Borders: Global Citizenship Education (GCE) promotes awareness of global challenges, such as poverty, inequality, and climate change and cultivates a sense of shared responsibility. It encourages learners to think critically about the causes of conflict and take compassionate action locally and globally. GCE reinforces peace education by embedding ethical stewardship and sustainable thinking.

4. Eco-Philosophy: Peace with Nature: Eco-philosophy, derived from deep ecology and environmental ethics, highlights the interconnectedness of all life. It urges education systems to move beyond human-centred models and embrace ecological consciousness. Integrating environmental ethics into peace education helps learners understand that sustainability and peace are inseparable goals.

Together, these philosophies shape a comprehensive educational vision grounded in ethics, inclusivity, and ecological balance, in which schools become agents of peaceful, just, and sustainable societies.

Holistic Approaches to Peace Education: Pathways, Sustainability, and Conflict Resolution in Schools

1. Multiple Pathways for Peace Education Delivery:

Peace education is not limited to formal academic settings. It is equally effective when delivered through non-formal, community-based programs and informal learning contexts.

Tailoring pedagogical approaches to align with cultural, social, and regional contexts

enables deeper resonance and a long-lasting impact among learners (Tidwell, 2004). Such flexible delivery ensures peace education reaches beyond classroom walls into families, communities, and everyday social interactions.

2. Peace Education and Sustainability: An Interlinked Framework:

□ The connection between peace education and sustainability is both conceptual and practical. Achieving Sustainable Development Goals (SDGs), especially SDG 4 (quality education), SDG 13 (climate action), and SDG 16 (peace, justice, and strong institutions), requires integrating peace as a foundational value in educational systems (Virji et al., 2019; Yu et al., 2024). Without peace, progress toward other goals becomes vulnerable.

□ Education for Sustainable Development (ESD) aims to empower learners to make ethical, informed decisions that respect the environment, promote justice, and ensure the well-being of future generations (Grund & Brock, 2020). Peace education, when embedded into ESD, promotes not only environmental consciousness but also social harmony, encouraging students to adopt values such as empathy, cooperation, and non-violence (Salomon & Nevo, 2005; Bajaj & Chiu, 2009).

□ Indigenous education systems further enrich this framework by embedding behavioural norms and community values essential for societal harmony (Musyoka-Kamere, 2018). Educators are therefore key agents, modelling sustainable practices and inspiring students to become proactive contributors to a peaceful, just, and ecologically balanced world (Grigoropoulos & Gialamas, 2018; Nguyen, 2023).

3. Embedding Ethics for Long-Term Sustainability

□ Embedding ethical values into curriculum and school culture enhances students' commitment to sustainability. Peace education promotes moral reasoning and critical reflection, helping students understand the interplay of environmental, social, and economic forces. This values-based education fosters long-term behavioural change and responsible global citizenship (Huang et al., 2024; Mishra, 2017).

□ Green technology can further amplify this process by providing real-life, participatory learning. Environmental education initiatives such as waste reduction, energy

conservation, and green campus practices turn the school itself into a sustainability learning environment (D'Souza et al., 2014; Xu & Luo, 2020).

4. Conflict in School Settings: Causes and Educational Responses

□ Schools, as microcosms of society, are often arenas where diverse values, backgrounds, and identities intersect, making conflict an inevitable aspect of school life. However, when unresolved, these conflicts can lead to bullying, emotional distress, and a breakdown in classroom harmony, severely impacting academic outcomes and student well-being (Adams & Iwu, 2015; Hughes et al., 2019).

□ Addressing conflict requires equipping both teachers and students with strategies rooted in peace education. These include empathy training, peer mediation, and inclusive dialogue, which can transform conflict into a learning opportunity (Salomon & Nevo, 2005; Pereira & Freixa, 2021).

5. Conflict Resolution and Restorative Justice in Schools

□ Peace education expands beyond the absence of violence by promoting positive relationships, systemic equity, and a restorative approach to conflict. Restorative justice practices offer a constructive framework that emphasises healing over punishment. By bringing together those affected by conflict in a guided dialogue, restorative justice helps rebuild trust and accountability (González, 2012; Chambers, 2020).

□ Practices such as restorative circles, victim-offender mediation, and facilitated peer conferences foster compassion, communication, and mutual understanding. These methods encourage students to take ownership of their actions and to engage in processes that prioritise repair, empathy, and community well-being (Tebbe et al., 2013; Kataoka et al., 2018).

□ Delivering peace education through diverse pathways integrated with sustainability principles and conflict resolution strategies creates a powerful, transformative approach to schooling. It prepares students not only to thrive academically but also to engage ethically and peacefully with the world around them. Schools that embrace these holistic frameworks contribute significantly to building inclusive, sustainable, and just societies.

Implementing Peace Education for Conflict Resolution and Sustainability

Component

Key Insights

Supporting Strategies / Examples

Pedagogical Strategies and Curricular Integration

Peace education fosters peaceful school environments by integrating conflict resolution, empathy, communication skills, and social justice across the curriculum. Emphasises participatory, interactive learning (Smith, 2007; Salomon & Nevo, 2005).

Role-play, group discussions, collaborative projects, historical conflict analysis, and subject integration in history/literature/social studies.

Case Examples from Schools

Schools worldwide have implemented peace education using restorative justice, SEL, and integrated subject content. Emphasis is placed on emotional regulation, empathy, and critical thinking (Akudolu&Umenyi, 2016; Gürdoğan-Bayır& Bozkurt, 2018).

Restorative circles, peer mediation, mindfulness training, victim-offender conferencing, and cross-curricular peace themes.

Barriers to Adopting Peace Education

Challenges include lack of teacher training, infrastructure gaps, curriculum misalignment, and risk of unintentionally deepening conflict when implementation lacks sensitivity (Tebbe et al., 2013; Kantun et al., 2019).

Curriculum redesign, green infrastructure, digital tool access, and overcoming resistance through leadership and awareness.

Opportunities for Implementation

Enhanced teacher training, supportive policies, community engagement, and integration of green technologies provide a path forward. Education for Sustainable Development (ESD) and the SDGs align closely (Nguyen, 2023; Evans, 2019).

Teacher capacity-building, gamification of sustainability, community-led projects, SDG-aligned curriculum, and integration of renewable energy labs in school design.

The integration of peace education into school systems presents a transformative opportunity to create environments that are not only academically enriching but also emotionally safe, socially inclusive, and environmentally conscious. As demonstrated in the table, effective implementation requires a combination of innovative pedagogical strategies, real-world case applications, and responsiveness to both barriers and emerging opportunities. While challenges such as limited teacher training and infrastructure gaps persist, they can be addressed through targeted professional development, curriculum redesign, and policy support.

Peace education, when linked to the principles of sustainability and supported by frameworks such as Education for Sustainable Development (ESD) and the Sustainable Development Goals (SDGs), provides a holistic model for nurturing empathy, conflict-resolution skills, and responsible global citizenship. With collaborative efforts from educators, policymakers, and communities, schools can become catalysts for peace and sustainability, empowering learners to shape a more just, resilient, and harmonious future.

POLICY RECOMMENDATIONS AND THE WAY FORWARD FOR PEACE EDUCATION:

Policy Recommendation Component

Key Recommendations / Strategies

Examples / Tools / Supports

Institutionalising Peace Education in Curricula

Integrate peace-related themes across subjects and tailor curricula to local conflict contexts. Train teachers in participatory, empathy-based methods and establish monitoring mechanisms to assess impact.

(Akudolu&Umenyi, 2016; Nicolás et al., 2019)

Cross-subject lesson plans, teacher workshops, community partnerships, and impact assessments.

Promoting Inclusive and Equitable Education

Ensure access to high-quality education for all students, particularly marginalised groups.

Promote equity in resource distribution, curriculum design, and classroom practice. Adopt

culturally responsive pedagogies.

(Tebbe et al., 2013; Hengky, 2014)

Inclusive policies, anti-discrimination training, intercultural celebrations, and needs-based support systems.

Conflict Resolution and Mediation Skills Training

Train students and teachers in negotiation, mediation, and active listening. Implement peer mediation programs to resolve disputes constructively and cultivate a culture of nonviolence in schools.

(Avis, 2020; Burde et al., 2016)

Conflict resolution clubs, student peace councils, role-plays, and facilitation of restorative dialogue.

Environmental Education for Sustainable Development

Teach the link between environmental degradation and conflict. Introduce sustainability topics, including conservation, renewable energy, and eco-friendly practices. Develop student awareness of ecological interdependence.

(Bajaj & Chiu, 2009; Harris, 2004)

Green school certifications, student-led sustainability projects, and nature-based learning programs.

Global Citizenship Education

Foster global responsibility and civic action. Provide opportunities for intercultural dialogue, collaborative problem-solving, and engagement with global issues. Instil values of human rights and social justice.

(Nguyen, 2023)

Virtual exchanges, model UN, global citizenship curriculum, social justice campaigns.

Role of Stakeholders: Teachers, Leaders, Communities, Policymakers

Engage all stakeholders in implementing peace education. Teachers lead classroom integration; administrators support policy and resources; communities offer mentorship and practical support; policymakers shape standards and funding.

(Gürdoğan-Bayır& Bozkurt, 2018)

Teacher training modules, national curriculum frameworks, NGO collaborations, policy briefs.

The successful integration of peace education into school systems requires a multi-layered approach involving curriculum reform, inclusive pedagogy, environmental awareness, and skills in conflict resolution and global citizenship. As the table illustrates, these efforts must be supported by coordinated strategies and tools ranging from participatory teaching practices and peer mediation programs to green infrastructure and global learning initiatives. Crucially, the involvement of diverse stakeholders, teachers, school leaders, communities, and policymakers is essential to sustain and scale peace education. When implemented holistically and contextually, peace education has the transformative potential to foster inclusive, just, and sustainable societies. It is not merely a subject to be taught, but a value system to be lived, empowering learners ¹ to become ethical, empathetic, and proactive global citizens.

CONCLUSION

This chapter has illuminated the critical role of peace education as an ethical, philosophical, and pedagogical foundation for cultivating sustainable and conflict-free schooling in the 21st century. By weaving together environmental consciousness, moral development, and conflict transformation, peace education emerges not merely as a subject of study but as a transformative force for reimagining education itself.

Grounded in diverse theoretical traditions from Freire's critical pedagogy to Gandhian non-violence, and from global citizenship to eco-philosophy, peace education nurtures values of empathy, justice, cooperation, and ecological stewardship. These principles guide students toward holistic development, preparing them to be thoughtful citizens and responsible stewards of the planet.

Moreover, integrating green technologies into educational settings enhances this vision by reinforcing experiential learning, promoting environmental literacy, and addressing global challenges such as climate change, inequality, and social fragmentation. Together, peace

education and sustainability create a synergistic framework that transforms schools into inclusive, future-ready communities rooted in ethical action and shared responsibility. The chapter's frameworks and models, from inclusive pedagogy and restorative practices to digital sustainability tools and global citizenship education, demonstrate both the possibilities and the pathways for implementation. At the same time, it acknowledges the structural and systemic challenges that must be addressed through coordinated efforts in teacher training, policy alignment, curriculum development, and stakeholder engagement. Ultimately, for education to fulfil its transformative promise, peace and sustainability must be embedded not as optional themes, but as foundational imperatives. They are essential for building democratic, equitable, and resilient societies. As such, peace education must be institutionalised across formal, non-formal, and informal learning spaces, ensuring that every learner is empowered to contribute to a world that values harmony, dignity, and collective well-being.

Reference

- Akudolu, L.-R. I., & Umenyi, D. C. (2016). Institutionalizing culture of peace in basic education through appropriate curriculum implementation. DOAJ. <https://doaj.org/article/36faea731b354e518c05ac0ed6ac4f42>
- Bajaj, M., & Chiu, B. (2009). Education for Sustainable Development as Peace Education. *Peace & Change*, 34(4), 441–455. <https://doi.org/10.1111/j.1468-0130.2009.00593.x>
- Barkhordari, M., Nasrabadi, H. B., Heidari, M. H., & Neyestani, M. R. (2016). The Importance of Art-Based Curriculum in Peace Education. *Review of European Studies*, 8(4), 220. <https://doi.org/10.5539/res.v8n4p220>
- Gill, S., & Niens, U. (2014). Education as humanisation: A theoretical review on the role of dialogic pedagogy in peacebuilding education. *Compare: A Journal of Comparative and International Education*, 44(1), 10–31. <https://doi.org/10.1080/03057925.2013.859879>
- Gürdoğan-Bayır, Ö., & Bozkurt, M. (2018). War, Peace and Peace Education: Experiences

and Perspectives of Pre-service Teachers. *International Journal of Progressive Education*, 14(1), 148–160. <https://doi.org/10.29329/ijpe.2018.129.11>

Harris, I. M. (2004). Peace education theory. *Journal of Peace Education*, 1(1), 5–20. <https://doi.org/10.1080/1740020032000178276>

Higgins, S., & Novelli, M. (2020). Rethinking Peace Education: A Cultural Political Economy Approach. *Comparative Education Review*, 64(1), 1–25. <https://doi.org/10.1086/706759>

Lum, J. (2013). Peace education: Past, present, and future. *Journal of Peace Education*, 10(3), 215–229. <https://doi.org/10.1080/17400201.2013.863824>

Musyoka-Kamere, I. (2018). Revisiting African Traditional Education to Promote Peace through Education in Africa. *Msingi Journal*, 1(1), 459. <https://doi.org/10.33886/mj.v1i1.73>

Nicolás, M. A. de, Torremorell, M. C. B., & Alcalde, D. R. (2019). Educar para la Paz y en la Paz: Elementos a Consideraren la Escuela. *Revista Internacional de Educación Para La Justicia Social*, 8(2), 65–82. <https://doi.org/10.15366/riejs2019.8.2.004>

Page, J. S. (2004). Peace Education: Exploring Some Philosophical Foundations. *International Review of Education*, 50(1), 3–15. <https://doi.org/10.1023/b:revi.0000018226.19305.6c>

Salomon, G., & Nevo, B. (Eds.). (2005). *Peace Education: The Concept, Principles, and Practices Around the World*. Routledge. <https://doi.org/10.4324/9781410612458>

Smith, D. J. (2007). A Map of Peace and Conflict Studies in U.S. Undergraduate Colleges and Universities. *Conflict Resolution Quarterly*, 25(1), 145–160. <https://doi.org/10.1002/crq.200>

Tebbe, K., Kang'ethe, M., & Ikobwa, V. (2013). Fostering a Community of Practice in Africa to Promote Peace through Education. *Journal of Peacebuilding & Development*, 8(3), 86–91. <https://doi.org/10.1080/15423166.2013.863694>

Tidwell, A. (2004). Conflict, peace, and education: A tangled web. *Conflict Resolution Quarterly*, 21(4), 463–470. <https://doi.org/10.1002/crq.74>

Yu, B., Guo, W., & Fu, H. (2024). Sustainability in English Language Teaching: Strategies

for Empowering Students to Achieve **1** the Sustainable Development Goals.

Sustainability, 16(8), 3325. <https://doi.org/10.3390/su16083325>

Nguyen, T. P. L. (2023). Integrating circular economy into STEM education: A promising pathway toward circular citizenship development. *Frontiers in Education*, 8, Article 1063755. <https://doi.org/10.3389/educ.2023.1063755>

Grigoropoulos, J. E., & Gialamas, S. (2018). Educators Leaders: Inspiring Learners to Transform Society by Becoming Architects of their Own Learning. *International Journal of Progressive Education*, 14(5), 33–45. <https://doi.org/10.29329/ijpe.2018.157.4>

Huang, R. X., Pagano, A., & Marengo, A. (2024). Values-Based Education for Sustainable Development (VbESD): Introducing a Pedagogical Framework. *Sustainability*, 16(9), 3562. <https://doi.org/10.3390/su16093562>

Mishra, B. (2017). An Exploratory Study on the Role of Teacher Education in Sustainable Development. *International Journal of Advanced Research*, 5(6), 325–331. <https://doi.org/10.21474/ijar01/4416>

D'Souza, D. H., Sharma, D., & Singh, R. P. (2014). Comparing Efficacy of Instructional Approaches to Develop Environmental Awareness Among School Students. *SAGE Open*, 4(4). <https://doi.org/10.1177/2158244014562387>

Xu, P., & Luo, F. (2020). Education for Sustainable Development as a Means to Strengthen the Environmental Education. *IOP Conference Series: Earth and Environmental Science*, 576(1), 012011. <https://doi.org/10.1088/1755-1315/576/1/012011>

Adams, A., & Iwu, C. G. (2015). Conflict Resolution: Understanding Concepts and Issues. *Corporate Ownership and Control*, 12(4), 431. <https://doi.org/10.22495/cocv12i4c4p1>

González, T. (2012). Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School-to-Prison Pipeline. *The Journal of Law and Education*, 41(2), 281–335. https://works.bepress.com/thalia_gonzalez/6/

Chambers, C. R. (2020). A Path Forward: Using Restorative Justice Techniques to Build Positive Peace. *The Department Chair*, 31(3), 16–18. <https://doi.org/10.1002/dch.30366>

Kataoka, S. H., et al. (2018). Applying a Trauma Informed School Systems Approach.

Ethnicity & Disease, 28(Suppl. 2), 417. <https://doi.org/10.18865/ed.28.S2.417>

Pereira, A. C. R., &Freixa, M. O. (2021). Conflict Mediation as a Strategy for Social Justice.

Research, Society and Development, 10(14), e224511427. <https://doi.org/10.33448/rsd->

v10i14.22451

Sources

1 <https://www.unesco.org/en/global-citizenship-peace-education>
INTERNET
<1%

EXCLUDE CUSTOM MATCHES	ON
EXCLUDE QUOTES	OFF
EXCLUDE BIBLIOGRAPHY	OFF