

PEACE EDUCATION CURRICULUM IN THE CONTEXT OF EDUCATION SUSTAINABLE DEVELOPMENT (ESD)

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ABSTRACT

Many efforts have been done by Ministry of Education and Culture (MoEC) in Indonesia in redesigning curriculum in primary schools as well as secondary schools related to peace education as requirements in implementing sustainable development goals (SDGs). The purpose of this paper is to (1) unpack some concepts and theoretical point of views on global education and peace education in the context of education sustainable development (ESD); (2) discuss policies and programs lead by MoEC in Indonesia in redesigning soft skills on peace education in the context of education sustainable development (ESD); (3) identify indigenous aspects in supporting and enriching teaching learning activities on peace education in the context of education sustainable development (ESD). Based on analyses conducted for this study, three points are noteworthy: (1) policies and programs concerning with the implementation of new curriculum that give more spaces on peace education in the context of education sustainable development (ESD); (2) some indigenous aspects in supporting and peace education in the context of education sustainable development (ESD); and (3) schools efforts in developing peace education program and resolution on conflicts in terms of core curriculum as well as extra curriculum in order to avoiding conflicts and meet with the challenge of living global citizenship in 21st century and changing technological, social, economic, national and global environment.

KEYWORD:

Peace education, curriculum development, sustainable education

I. INTRODUCTION

Peace education is a global issue. It can be approached in many perspective point of view. Nevertheless, all approaches used in interpreting this peace education, lead to three main points. The first approach is knowledge-based peace education. In this approach, peace education is interpreted as an eye for the knowledge that can be taught in the school curriculum. The second approach, peace education is defined as a set of skills and attitudes that are explicitly and not directly taught as teaching materials for each lesson. Thus peace education is a set of skills and attitudes that can be explored or taught or more subtly infused in a variety of educational contexts. The third approach, namely peace education is seen as a join between the two approaches. That is peace education is the subject as a regular piece of knowledge that can be taught on the school curriculum and also as well as a tool of ability / skills and attitudes that must be “mastered” by learners.

In detail the three approaches to peace education can be put described as follows.

1) The *knowledge based subject approach*

In accordance with the consortium of US

Peace Research, Education and Development, Peace education is interpreted as a multi disciplinary academic and moral studies to solve problems in the problems of war and injustice through institutional development and movements capable of contributing to a peaceful effort based on justice and equity reconciliation. (COPRE, 1986).

2) The *skills and attitudes approach*

In accordance with the record of Cremin (1993) which emphasizes the importance of skills and attitude factors in peace education. Peace Education is a global terminology for implementing all educational activities and focuses on the importance of efforts in promoting peace knowledge and building peace construction itself through strengthening the capacity of learners in attitude and tolerance as well as the ability to work together, avoid conflict and solving conflicts, so learners have the strengthening of capacity and motivation, both individually and in groups to live in peace with others.

3) *Combining knowledge, skills, and attitudes.*

The basic assumption of this third approach is that peace education will be realized when there is a harmonious and quite dominant combination of knowledge, skills, and attitudes in interpreting and

following up the importance of peace education. Reardon (1988) writes that peace education as a process that prepares young people for global responsibility; enables them to understand the nature and implication of global independence; and helps them to accept responsibility for work for a just, peaceful, and viable global community. According to Reardon, the central theme of learning in peace education is about the topic of citizenship or the relationship between group groups in reviewing the topic topic that has the potential to cause violence. This training and simulation is important given to the students in the simulated atmosphere in the classroom in the form of cooperative learning as the foundation for the peace education activity.

On the other hand, another expert, Hicks (1985), maintains that peace education as activities that develop the knowledge, skills and attitude needed to explore the concept of peace, inquire into obstacle to peace (both in individuals and societies), to resolve conflicts in a just and non violent way, and to study ways of constructing just and sustainable alternative futures.

Peace education is an important component of educational work. Peace education is essentially a process of acquiring the knowledge, skills, attitudes, and values required for the behavior of learners, whether children, adolescents or adults alike to constantly avoid conflict and violence in the environment, and then be able to soaking peaceful conflicts, and creating conditions conducive to peace, whether intra personally, interpersonally, intergroup, at the national or international level.

This peace education understanding is clearly described by UNESCO (1999: 1) which states that peace education refers to the process of promoting the knowledge, skills, attitudes, and values, and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the condition conducive to peace, whether at an intra personal, interpersonal, intergroup, national or international level.

According to Wendel HS (2013) peace education is cultural education, character development, and personal and community behaviors so that values such as integration, tolerance, tolerance, respect, and see conflict as positive can be applied in everyday life. Peace education, then becomes an important and urgent after a social and political conflict or even a religion. This fact occurred in several regions

in Indonesia, among others Ambon and Aceh. However, the response to the urgency does not come from the policy-making region in this case the government. On the contrary, the response was responded by agencies and / or humanitarian workers. They are not only vigorously conducting campaigns and promotions on peace education, but also conducting training-coach workshops on the subject. But still not maximal to be developed, because the government does not seem to see it as important and urgent.

II. THE URGENCY OF PEACE EDUCATION

In national study, peace education can be considered for immediate action on educational institutions with some of the main reasons and considerations as follows.

First, the Indonesian nation is a pluralistic nation. Indonesia is comprised of various tribes, languages and cultures, as well as diverse because it consists of various religions and beliefs. As a nation built by diversity, Indonesia deserves pride, because diversity enriches one another. But there is also a risk that often occurs in diversity, namely the potential for friction, conflict and prolonged conflict. About it as a nation ever and even being and will always experience it. In varying degrees, there are often tribal, intercultural and religious conflicts that do not cause a few casualties. Therefore, peace education is one of the solutions and urgent to be given in systemic learner and continues in school. If necessary, the government should make peace education an integral part of the school curriculum, although it does not mean that peace education becomes a subject of its own.

Second, in certain aspects, peace education can be the most effective alternative trauma recovery medium. In peace education, the issue of conflict can be raised to the surface to be discussed and understood as something that human beings have to pass and experience. A deliberately laid-off conflict is not intended to increase the burden of injury and trauma, but it is the instructional materials discussed for its costs and the consequences that may occur when the conflict continues.

Third, peace education becomes important for the learning process of learners. This is partly because learners are invited to dialogue and understand strategies to deal with and even how to resolve conflicts and problems that may occur. As a result of the conflict, it could be a conflict with

oneself, self with other people or between one community and another. The negotiating system, building trust, cooperation / integration, and winning are won and encouraged and transmitted so as to be applied in everyday life.

Fourth, peace education becomes important to be disseminated to the young generation of Indonesian. The younger generation is the backbone of sustainable peace-building, therefore, the understanding of the importance of Peace Education is a *fondsi* to the solidarity of national unity. The young generation must be given adequate provision of all the themes of peace so that their character and identity as peacemakers, and the bearers of virtue become the *cirri* in the development of the nation's life.

Tricia S. Jones, in Ahmad Baedowi (1994), has defined peace education or conflict resolution education as "a spectrum of processes that utilize communication skills and creative and analytic thinking to prevent, manage, and peacefully resolve conflict". To better understand the meaning of peace education in the above sense, it is better if the term is breakdown word-word, ie the word 'education' and 'peace'. Those two words are concepts that need to be understood to understand what peace education is.

From the understanding of the two concepts will emerge a concept which is a combination of the concept of 'education' and 'peace', namely Peace Education. Education is a process or act that is specifically treated by human beings in accordance with the natures God gives to humans. Other beings do not seem to require deeds or actions called education. God has created man in the form of a baby, a creature without power, faced with an adult human. Education is an attempt to bridge people who have the skills necessary to carry out their life tasks. In Law no. 20 of 2003 on the National Education System, education is a conscious effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, control self, personality, intelligence, noble character, and skills required *rinya*, society nation and state.

III. DIMENSION OF PEACE EDUCATION

Viewed from universal perspective, peace is a phenomenon of humanity coveted by everyone, and no one in the world is essentially happy to engage in conflict, despite the very small degree of

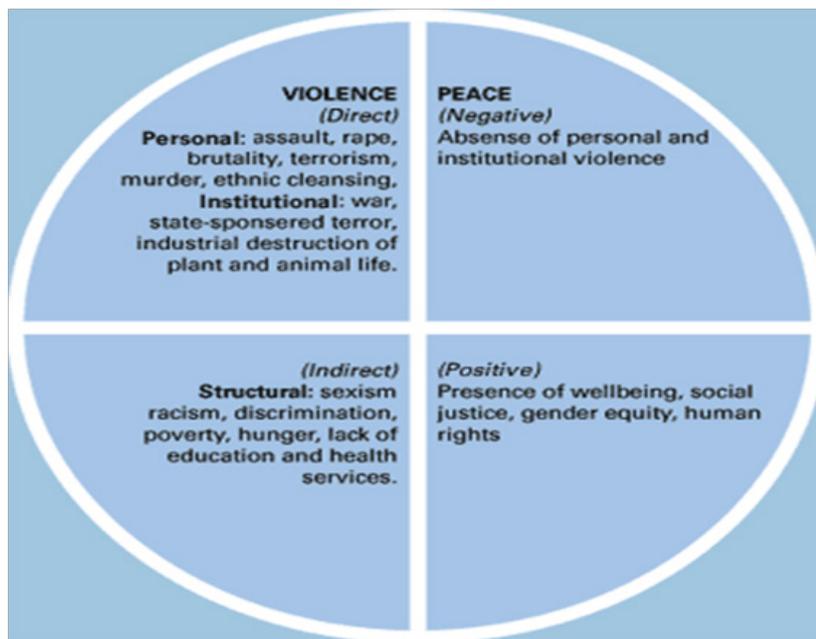
conflict. Johan Galtung (1993) asserted that peace has two main dimensions.

The first dimension, peace that is characterized by negative (*negative peace*). This negative meaning of peace is essentially a condition of no war or condition without any absent of conflict. This nonconflicting condition is not a self-created condition, but conditions requiring preconditions for conflicts do not occur, ie, the absence of causes that lead to conflict, either on a micro scale or on a macro scale. This condition of negative peace, in addition to requiring preconditions for the absence of causes of conflict, also in some degree requires a control of violence perpetrated by the government through security and protection. Strategies that can be done are among others through separation or isolation, so that the parties in conflict do not meet each other. This model can be done in a new conflict situation, but for a long time should not be done.

The second dimension, according to Galtung is peaceful positive peace (*positive peace*). This condition or a positive atmosphere of peace is characterized by an atmosphere where prosperity, freedom (*freeness*) and justice are present. This view believes that the atmosphere and conditions of peace can only happen if there is *Susan bathin* characterized by prosperity, freedom, and justice in society. Without it, ultimate peace will never happen in society.

The following diagram illustrates the two sides of Peace with all its characteristics and characteristics, and the side of violence with all the phenomena that go with it.

In addition to the negative and negative peaceful type of peace according to Galtung, there is also a peaceful cold (*cold peace*) and peaceful hot (*hot peace*). In cold peace there is little resentment among conflicting parties but also a lack of beneficial interactions between parties that can build trust, interdependence, and cooperation. For hot peace (*hot peace*) in the form of active cooperation is needed to be a bridge to improve the past and build the future. This requires a common ground and a common concern for the humanitarian problems experienced. Humanity issues can include poverty, human rights, underdeveloped education, health issues, discrimination, injustice, soil pollution, water and air.



Source : <http://www.un.org/cyberschoolbus/peace/frame2.htm>

On the other hand, violence is divided into two major parts. They are: direct violence and indirect violence. While direct violence is divided into parts, namely:

- 1) Personal direct violence, such as : assault, rape, brutality, terrorism, murder, ethnic cleansing.
- 2) Institutional direct violence), such as : war, state sponsored terror, industrial destruction of plant and animal life,

Meanwhile indirect violence, can also happen structurally, such as :Rasisme , sexism, discrimination, poverty, Hunger, lack of education and health service.

In relation with the goal of peace education, as stated by Harris as follows : *to appreciate the richness of the concept of peace; to address fears; to provide information about security systems; to understand violent behaviour; to develop intercultural understanding; to provide for a future orientation; to teach peace as a process; to promote a concept of peace accompanied by social justice; to stimulate a respect for life; and to end violence.*

Moreover, Elise Boulding (2009) has described that *the familial household is an important source of peace culture in any society. It is there that women’s nurturing culture flourishes. Traditionally, women have been the farmers as well as the bearers and rearers of children, the feeders and healers of the extended family. The kind of responsiveness to growing things—plants,*

animals, babies—that women have had to learn for the human species to survive is central to the development of peaceful behavior.

IV. PEACE EDUCATION IN DIFFERENT NATIONS

As explained previously, peace education is an important component of educational work. The goal of peace education is essentially the acquisition of the knowledge, skills, attitudes, and values that are necessary for the behavior of learners, whether children, adolescents or adults alike to always avoid the occurrence of conflict and “violence” on the environment, and then able to soaking peaceful conflicts, and creating conditions conducive to peace, whether intrapersonally, interpersonally, intergroup, at the national or international level.

UNESCO (1999:1) Hs described that *peace education refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior 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 condition conducive to peace, whether at an intra personal, interpersonal, intergroup, national or international level.*

The following is a summary of the purpose of Peace Education is the achievement of knowledge, skills, attitudes, and value values needed for the change of behavior of learners.

Table 2: 1: The Objectives Peace education among countries

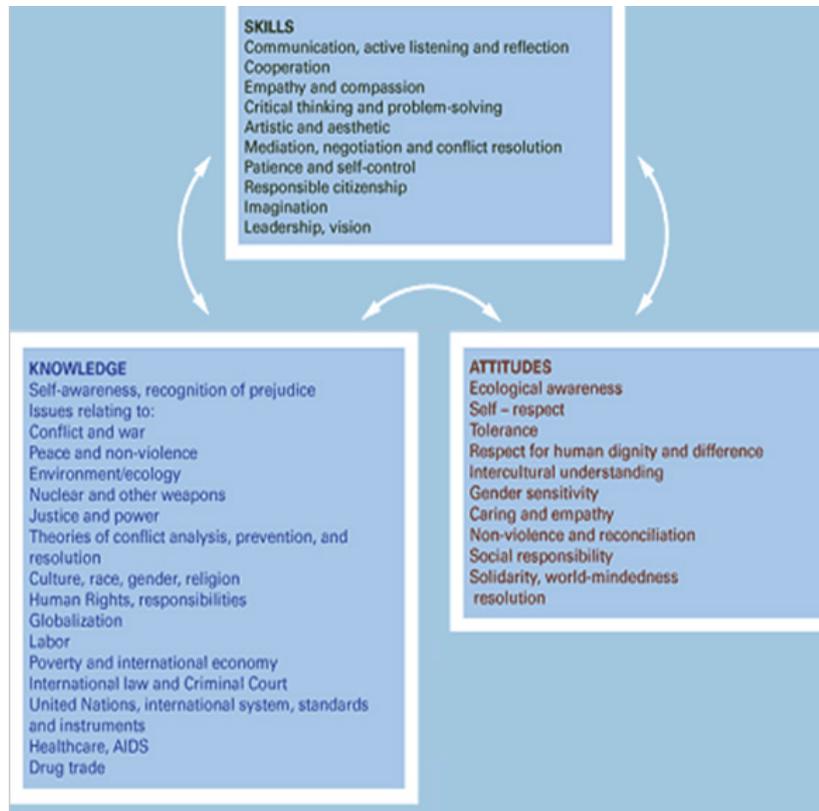
No	KNOWLEDGE	COUNTRIES
1	<i>Awareness of own , self awareness</i>	Yugoslavia 1966, Rwanda, 1997
2.	<i>understanding nature of conflict and peace</i>	Liberia, 1993
3.	The ability to identify conflict and non violent with resolution.	Burundi, 1994
4.	Conflicts analyses	Srilangka, No Year
5.	Improving community knowledge in maintaining peace condition.	Tanzania, 1997
6.	mediation process	Liberia, 1993. dan Srilangka, tanpa tahun.
7.	Understanding rights and obligation	Burundi, 1994, Lebanon, 1993, and Rwanda, 1997
8.	Understand the meaning of freedom between individuals and society	Lebanon, 1993
9.	awarance of cultural heritage	Lebanon, 1993
10.	recognition of prejudice	Burundi 1994
No	SKILLS	COUNTRIES
1	<i>communication : active listening, self expression, paraphrasing, reframing)</i>	Burundi, 1994, Croatia, 1997, Yugoslavia 1996, Lebanon, 1993, Liberia 1993, Rwanda 1997, Srilangka, n.a., Tanzania, 1997
2.	<i>Assertiveness</i>	Mesir,1995, Srilangka, n.a.
3.	Cooperation	Koroasia, 1997, Mesir, 1995, Lebanon, 1993, Rwanda, 1997
4.	Affirmation	Kroasia, 1997, Srilangka, na
5.	critical thinking	Mesir, 1995
6.	Ability to think critically about a thing that is prejudice	Burundi 1994, Tanzania, 1997
7.	Ability to understand <i>stereotype</i>	Tanzania, 1997
8.	Manage emotion	Rwanda 1997
9.	Problem solving	Liberia, 1993
10.	ability to generate alternative solution	Srilangka, na
11.	Construct conflict solution	Koroasia, 1997, Mesir, 1995, Lebanon, 1993, Rwanda, 1997, Srilangka, na
12	Avoiding conflict	Yugoslavia, 1996
13.	Participate in the community for peace efforts	Kolumbia, 1997
14	Ability to live in changing period	Gambia, 1997
No	ATTITUDE	COUNTRIES
1	<i>Self respect, positive self image, strong self concept</i>	Burundi, 1994, Mesir, 1995, Lebanon 1993
2.	Be tolerant, accept others, and respect the differences	Yugoslavia, Lebanon, 1993 dan Tanzania 1997
3.	Bias awareness	Kroasia, 1997
4.	gender equity	Mesir, 1995
5.	Empathy	Mesir, 1995, Lebanon, 1993
6.	Reconciliation	Kroasia, 1997, Liberia 1993
7.	Solidarity	Burundi 1994, Lebanon 1993
8.	social responsibility	Yugoslavia, 1993 , Libanon, 1993
9.	sense of justice and equality.	Burundi. 1994
10.	joy of living	Burundi, 1994

Source : Susan Fountain. June 1999. Peace Education in UNICEF.

Peace education as described by UNESCO (1999:1) refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior 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

condition conducive to peace, whether at an intra personal, interpersonal, intergroup, national or international level.

The following diagram illustrates the relationship between knowledge, skills, and attitudes of peace education.



(source : <http://www.un.org/cyberschoolbus/peace/frame2.htm>)

The learning experience in peace education, as noted in the Diagram above, include 3 domains: knowledge, attitude and skills.

1. Knowledge, related to understanding, self-awareness and the introduction of: *conflict and war; peace and non violence; environment and ecology; nuclear and weapons; justice and power*, theory and conflict analyses; Culture, ras, gender, and religion ‘ Human rights and globalization; *labour*; poverty and world economy; international law and criminal court; UN and international standardization; and Health and aid/HIV issue, and drug trade.
2. *Skills*, it is related to the ability : communication, reflection; *cooperation; empathy and compassion*; critical thinking and problem solving; *Artistic and aesthetic*; Mediation, negotiation, conflict resolution; patient and self control ; good *siti:zenship; imagination; leadership and vision*;

3. *Attitude*, it is related to ability; *ecology awareness; self respect; tolerant; human dignity and difference; intercultural understanding; gender sensitivity; caring and empathy; non violent and reconciliation; social responsibility; solidarity and world mindedness resolution*;

V. PEACE EDUCATION IN SCHOOLS SETTING IN INDONESIA

In the classroom, peace education aims to develop skills, attitudes, and knowledge with a cooperative approach and by using participatory learning methods and the use of the environment as a source of learning. Attitude to increase tolerance, peer attention, and cultivate a sense of respect. Peace education is also done through a model of dialogue and exploration according to the given topic. Teachers and students are involved in a collective learning process. Students are fostered and empowered to get them accustomed to taking responsibility for achieving their achievements. The position of the teacher is more as a facilitator

who cares and gives full attention to the creation of an educative dialogue process for the student learning experience.

To some degree, the practice of peace education is an opportunity to promote the total peace aspect to the students. Peace education also provides opportunities for a dialogical atmosphere through comprehensive advocacy of the importance of the spirit of peace and promotes individual responsibility and social responsibility for all learners. Through pedagogy and social action, peace education is represented in the absence of potential violence in daily life, both physical and non-physical violence that may happen to children.

In the capacity building of learners, peace education should be provided in accordance with the needs of students, taking into account the social conditions and backgrounds of geography and the environment. This is very important for peace education to be relevant to the needs and environment of the community. Further understanding of the social, cultural, economic, and even political contexts is essential for educators to meet. In which educators work on the specific content form and method they choose. There are several things that need attention in Peace Education, namely:

1. Objectives (goals) to be achieved. What competencies or abilities do you want to achieve in your learning? This question is very basic because it relates to the goal (instructional objective) to be achieved in peace education.
2. What subject contents should be prepared. What teaching materials are suitable to be given is related to the core topic topics in this Peace Education. The material given is of course relevant and in accordance with the background of the students, as well as in accordance with the socio-cultural background in which they live.
3. Teaching methods and strategies. Basically how to teach a topic, and what strategy is used is one of the other considerations teachers should think about in order to achieve this optimum result.
4. Media used. Basically the learning media is related to the tools and learning resources that can be used optimally so that learning can be effective and enjoyable.

5. Evaluation of learning. In Peace Education, the evaluation factor is an important aspect to be considered. Through the evaluation given, the teacher can know to what extent the learning program can be successful and the achievement of learning or ability of students can be known

Peace education not only teaches students to think (think) what, but rather to stimulate students to think critically (think critically). In the process, teachers can consider the use of a holistic and participatory approach. This means that students are invited to a dialogical atmosphere in a more meaningful and comprehensive manner with a participatory approach involving students' psychological processes

VI. THE PROGRAM EMPHASIS ON SUSTAINABLE DEVELOPMENT

Education is essential to sustainable development. The education of today is crucial to enhancing the ability of the leaders and citizens of tomorrow to create solutions and find new paths to a better, more sustainable future. Unfortunately, our current collective pool of human knowledge, skills, and experience does not contain the solutions to all the contemporary global environmental, societal, and economic problems. Although humanity has faced crises in the past and successfully navigated them, the scale of current problems is greater and the size of the world population larger than ever before. While we can draw upon experiences of the past to solve the problems of today and tomorrow, the reality is that citizens of the world will have the task of learning their way towards sustainability. Education is therefore central to learning and to a more sustainable future.

According to UNESCO (2012), there are four thrusts of Education for Sustainable Development (ESD) that emphasize on four areas. They are :

- (i) Improving access and retention in quality basic education. It mean that in improving quality basic education, school program shall focus on helping pupils gain knowledge, skills, values and perspectives that encourage sustainable livelihoods and on supporting citizens to live sustainable lives.
- (ii) Reorienting existing educational programmes to address sustainability. It means that in all

education institutions, they are required rethinking what is taught, how it is taught, and what is assessed, with sustainability as the central theme. This process is future-oriented because the pupils of today will need to be able to address the challenges of tomorrow, which will require creativity as well as analytical and problem-solving skills.

- (iii) Increasing public understanding and awareness of sustainability. It means that in achieving the goals of sustainable development, it requires citizens who are knowledgeable about sustainability and about daily actions necessary to help achieve community and national sustainability goals.
- (iv) Providing training to all sectors of the workforce. It means all sectors of the workforce can contribute to local, regional and national sustainability. Both public sector and private employees should receive ongoing vocational and professional training infused with the practices and principles of sustainability, so that all the members of the labour force can access the knowledge and skills necessary to make decisions and work in a sustainable manner.

Thrusts one and two primarily involve formal education. Thrusts three and four are

mainly concerned with non-formal and informal education. Addressing all four thrusts of ESD requires actions by the formal, non-formal and informal sectors of the education community.

Related to the statement above, it is necessary to reorienting a curriculum to address sustainability can take place at a classroom or national level. General program of ESD shall be executed in real and practical situation on the frame of teaching learning process in the classroom. At the classroom level, teachers can begin by explicitly stating the link between the topic in the mandated syllabus and sustainability.

To reorient a curriculum to address sustainability, educational communities need to identify the knowledge, issues, perspectives, skills, and values central to sustainable development in each of the three components of sustainability – environment, society, and economy – and integrate them into the curriculum. The education community also needs to decide which of the many existing sustainability issues (e.g. biodiversity, climate change, equity, and poverty) will be part of the curriculum. Ideally, efforts to reorient education will be based on national or local sustainability goals. A properly reoriented curriculum will address local environmental, social, and economic contexts to ensure that it is locally relevant and culturally appropriate..

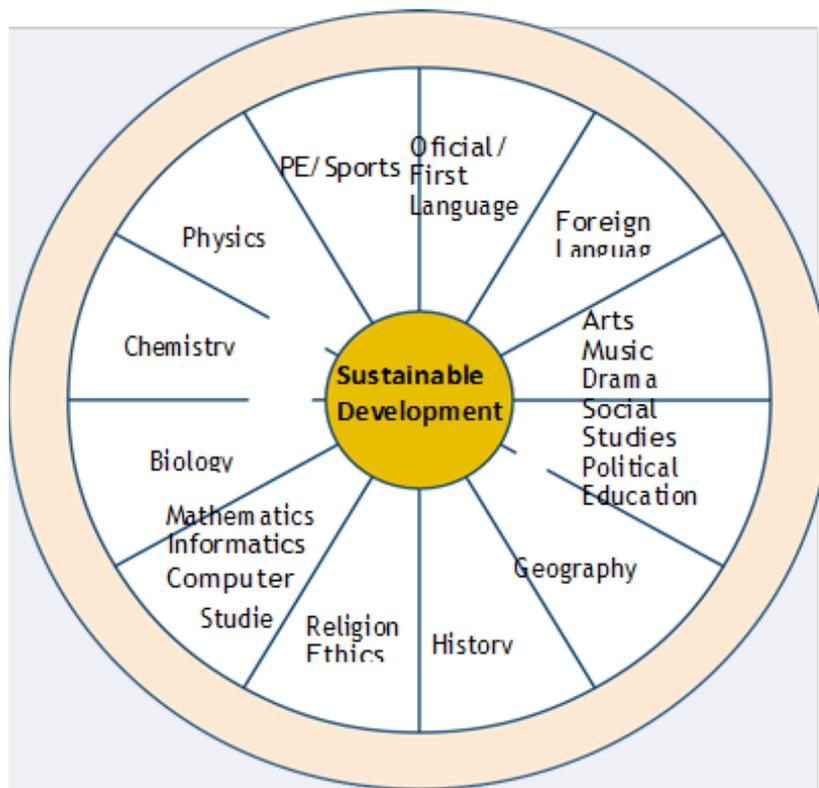


Figure 6.2.

According to the Curriculum Framework learning processes at schools are not only based on common values, they also share common objectives: “Following the guiding principle of sustainable development, they aim at developing basic competencies for shaping one’s personal and professional life, for active involvement in the transformation of society and for accepting shared responsibility on a global level.”(chapter 3, p. 87). Moreover, relevant educational topics need to be related to the students’ lifeworlds (*Lebenswelten*) and can usually not be taught meaningfully from the exclusive perspective of one school subject. Appropriate didactical and organisational forms of cross-curricular and subject-linking learning need to be developed and enhanced. Even where the chance is limited to implement these forms, the principle of sustainable development will be the foundation of all subjects and supplementary educational activities as well as of school management within a whole school approach.

Relating to education program in school setting, UNESCO (2012) has identified several key aspects of ESD that support quality education related to the individual learner and to systems of education. These aspects are at the level of the learner, including: seeking out the learner, acknowledging the learner’s knowledge and experience, making content relevant, using many teaching and learning processes, and enhancing the learning environment.

In this case, by using a variety of teaching techniques as well as proper methods, most teachers would be able help students manage and develop different learning processes that suitable with students interest. It seems, with variety of learning, students would be able to develop and enhance their skills and capacity to learn and think.

Furthermore, it would be common that a quality education imply that the needs of individual learners will be considered and addressed in developing and delivering lessons. By using a variety of teaching techniques, the teacher attends to the diverse needs of the pupils in the class. Not all students learn in the same way. Some prefer to listen, others to read, and still others to participate more actively. Unfortunately, traditional pedagogies mainly serve pupils who are good at listening, reading, memorizing and sitting still; however, not all pupils have these abilities. Yet education is for all.

Meeting the learning needs of all pupils in the classroom is a form of social equity, which is a core concept of sustainability. For many years, the educational community did not link teaching techniques with social equity. Previously, only the pupils who were good at reading, memorizing and reciting excelled in school. Those pupils who were not did not thrive in school and often dropped out, thereby limiting their careers and economic potential. Dropping out of school is a major social and economic sustainability issue. However, using a variety of teaching techniques to meet the learning needs of pupils can address equity in the classroom. Such practice also demonstrates to the pupils a form that equity and social sustainability can take. Pedagogies used in school, like other educational practices (e.g. a whole-school approach to sustainability), can therefore promote principles of sustainability.

Another form of equity inherent in sustainability that is visible in the classroom is related to gender. Considering that men and women, particularly in rural and indigenous societies, tend to have quite different socio-cultural roles, classroom teaching techniques need to be employed in locally relevant and culturally appropriate ways that foster gender equity. The same is true for access to educational resources for both boys and girls.

Pedagogies associated with ESD stimulate pupils to ask questions, analyze, think critically and make decisions. Such pedagogies move from teacher-centered to student centered lessons and from rote memorization to participatory learning.

ESD pedagogies are often place-based or problem/ issue based. ESD pedagogies encourage critical thinking, social critique, and analyses of local contexts. They involve discussion, analysis and application of values. ESD pedagogies often draw upon the arts using drama, play, music, design, and drawing to stimulate creativity and imagine alternative futures. They work towards positive change and help pupils to develop a sense of social justice and self-efficacy as community members.

The following are descriptions of and sample activities for four teaching techniques: simulations, class discussions, issue analysis, and storytelling. Each technique stimulates different learning processes.

VII. THE ORIENTATION OF SUSTAINABLE DEVELOPMENT IN SCHOOL CURRICULUM

As mentioned by Schreiber and Siege (2016), the learning area global development is a substantial part of Education for Sustainable Development (ESD); it supports the integration of ESD into school education. The overall orientation at the fundamental principle of sustainable development is based on a global consensus existing for more than 20 years. Following the principle of perspective change, as many different perspectives as possible are being included in the shaping of a sustainable future.

Unlike school subjects, the learning area global development is hardly based on empirically grounded concepts of reference sciences that have been differentiated over many years. Hence, it is mainly oriented at national and international resolutions on sustainable development and at a didactical concept of dimensions of development. It has been based on the principle of sustainable development that has been accepted and gradually extended by the community of states since the 1992 Rio Conference on Environment and Development. On the background of different interests of actors and taking into account cultural diversity, the concept provides orientation for the analysis of decisions and processes on different levels as well as insight into their interconnectedness. It needs to be taken into account however that – unlike in politics – the central principle of sustainable development in education is not meant to be a primarily normative sustainability paradigm in terms of guarding rails and defined limits of planetary carrying capacity or even desirable patterns of behaviour but rather to provide orientation for analysis, evaluation and action in processes of learning.

It seems the education target in the learning area of global development is to acquire basic competencies for a sustainable design of private and professional life. It is also intended for participation in society and for shared responsibility in a global context. It is suggested the curriculum framework shall be defined eleven core competencies in the fields of Recognizing – Assessing – Acting, to which various competencies of school subjects refer, which are relevant for the learning area. Competencies are being acquired in dealing with themes in the process of learning. These are listed in a principally open catalogue of 21 theme areas that are relevant for global development education.

The didactical approach for reaching these targets is based on five guiding principles (Schreiber and Siege, 2016), namely :

- Orientation at the fundamental principle of sustainable development
- Analysis of development processes on different levels of action
- Appreciation of diversity
- Ability to change perspective
- Context- or life world-orientation.

It can be said that a learning area with globalization as topic that connects local with global processes. It encompasses all subjects at school is permeated by terms and basic assumptions like the understanding of sustainable development – which cannot be explained in detail in each context. Seven thematic are inserted to explain such terms, with basic definitions that are valid for the whole Framework:

1. Global change – a challenge for our capacity to learn
2. Sustainable development
3. National boards and resolutions on ESD
4. Eurocentrism
5. Global governance and the paradox of sovereignty
6. Sustainable Development Goals (SDGs)
7. Inclusion

In Global Development Education/ESD, the acquisition of basic knowledge is determined by several aspects, namely :

- a. the concept of understanding the world by the multi-dimensional guiding principle of sustainable development on an analytical and ethical level,
- b. educational concepts of various school subjects , and
- c. the context model which chooses topics for learning processes according to their relevance for science and society as well as for the students' lives.

It can be obviously recognized that complex systems require analytic skills, which are a further key component of the first area of competency. They are based on the principle of sustainable development and on its four dimensions, as well as on the model of structural levels (from the

individual to the global) and on the perception of diversity. These analytical skills make it possible to realize the significance of global processes for oneself and others, to recognize the necessity to shape globalization processes as well as to work on future scenarios and possible solutions. They help to create the knowledge, insight and skills necessary for future-oriented action. The skills needed include the ability to analyze systems and to recognize and assess the historic and future dimension of fundamental operating principles. Analytical skills are also necessary to recognize conflicts between development dimensions to understand differing interests and needs and to distinguish the important from the less relevant in order to propose well-founded solutions for problems.

VIII. FINAL REMARKS

- 1) Currently, Indonesia is trying to successfully implement the 2013 Curriculum. Although its attempts for peace education and global citizenship education are not full-fledged yet, except for introducing globalization in the curriculum and teaching and learning about multi culture and life peacefully in class.
- 2) In Indonesia 2013 curriculum, it is found to include elements of cross culture and global citizenship education and some elements concerning of peace education. However, it shows discrepancies in their actualization of curriculum, peace education and citizenship education is still centered on national citizenship rather than global citizenship. Therefore, more systematic attempts are needed for the advancement of peace education and citizenship education from nation-centered to peace education on globally oriented.
- 3) The curriculum for global citizenship education and peace education shall be focused on reinforcing the competency of citizens to participate in communities rather than that of individuals to ensure national and international competitiveness.
- 4) Peace education, cross Culture and Global citizenship education shall be moved beyond knowledge-based education and aim to lead bring changes in students' behavior there by empowering them to settle global issues and live peacefully among nations. For the actual implementation of curriculum, the cultural distinctiveness of each country and the differences by groups should be considered.
- 5) It is important to help students spread their interest to peace education, diverse ethnic, cultures in their own countries, then spread in regional countries such as ASEAN, Asia countries, and global countries.
- 6) Peace education, cross culture and global citizenship education shall not provided in a subject, but they shall be given in integratively to develop young generation as citizens are cultivated to form their identity as a nation and regional communities or a world communities.

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