

mankind (including the abolishment of slavery, and racial and ethnic barriers), tolerance, submission to God, and the recognition of the rights of others are stressed in Islam. As a result, Abu Nimer states that these values and principles form a peacebuilding framework within the Muslim community context.

In addition, I have used a youth culture approach to understand how “Peace Generation” created and implemented its program to disseminate the values of peace. Historically, language, music and dress, are some aspects of youth culture that establish identity (Bobbermien, Chan, Chum, Donellan, Jarrett, 2005). In addition, Haslett and Bowen (1989) indicate that the sharpening of communication tools assists individuals to “develop self-identity, establish social relationships with others, and provide the basis for collective social activity” (p.27). Indicating a plethora of garment expressions within a school environment, Garot and Katz (2003) state: “the wearing of clothes isinexorably signifying... it is not like the posting of signs, the content of which can be easily regulated. Wearing clothes is an activity with nuances that are infinite in the hands and eyes of sufficiently motivated performers and audiences” (p.425).

C. Brief history of the “Peace Generation”

According to IrfanAmali,¹⁴⁰ the founding of *Peace Generation* Indonesia can be traced to an event in 2006 when he met Eric Lincoln for the first time in an English class. Lincoln was hired as an English teacher at the company where Amali worked in Bandung, Indonesia. As Amali knew Lincoln to be American, during class discussions, he often expressed a critical and cynical view about U.S. policies and stating that the U.S. is a cause of world problems. Considering Amali's appearance with a beard and an offensive opinion about the US, Lincoln thought that he had a radical Muslim student in his class. This was especially reinforced after discovering that Amali was an Islamic activist who spent his youth in an Islamic boarding school, a place often considered to be as the birthplace of radical ideology.

Although the prejudice lasted for some time, it eventually disappeared when Lincoln and Amali informally shared their stories after class. Both Amali and Lincoln realized that what they experienced in their first meeting was a very common occurrence. The lack of understanding and a temptation to judge other people from different backgrounds is most likely the cause of a considerable number of conflicts.

They argue that very rarely do organizations concern themselves with promoting peace to the younger generation. Therefore, Amali and Lincoln founded *Peace Generation* to be an answer to this problem. *Peace Generation* aims to promote peace

¹⁴⁰ Interviewed on July 25, 2012

1. Peace Education in some Schools in Bandung

One pesantren and three schools in Bandung have been teaching Peace Generation's *12 Basic Values of Peace: Membaul Huda Persatuan Islam* Pesantren, *HikmahTeladan* Elementary School, and *MuhammadiyahAntapani* Elementary School. These educational institutions have not only implemented the peace education program, but they have also been actively involved in supporting some peace events held by Peace Generation, such as *Rock the Peace* and *Walk the Peace*. Peace education implementation in these educational institutions will be described as follows.

UstadzFahmi, a graduate of UIN SunanGunungDjati, Bandung, and headmaster of *Membaul Huda Persatuan Islam Pesantren* has been a key figure in peace education. When Peace Generation conducted the first Training of Trainers, in Bandung, May 2007, he signed up, and proved to be an active participant. Interested in the contents and methods of the *12 Basic Values of Peace*, UstadzFahmi decided to teach those modules to his students (*santri*). He felt this module would be suitable to eliminate violence that often occurs in the *pesantren*. At least 90 students from this *pesantren* secondary school joined the "Peace Generation" education. They were very excited to participate in this program, and consider that this module has changed them, primarily in the way they view themselves and others.

HikmahTeladan Elementary began implementing the peace education program in 2008. Mr. Arif, one of the school managers, learned of the "Peace Generation" module when he became one of the speakers at the first Training of Trainers in Bandung. Before that, he was actively involved in the "Living Values" program initiated by UNICEF. Finally, he sent Mrs. Lily, one of his teaching staff at *HikmahTeladan* Elementary, to join the Peace Generation Training of Trainers and become a special subject teacher of the "Peace Generation" module. To date, 275 students have studied the *12 Basic Values of Peace* and have participated in the "Peace Promise" inauguration, while 96 other students are still in the learning process.

MutiahUmar, school principal of AntapaniMuhammadiyah Elementary School, was veryeager to implement peaceeducation programsin herschool. Shesawthat her studentswere oftenin conflictwith each otherand evenfighting. As a result shedecidedtorun apeaceeducationprogramforstudents.In fact, heheld aspecialtrainingforallteachersat her school, in order tounderstand, appreciate andimplementthe values of peacein their school, as well becomingskilled in teaching the "Peace Generation" module. 54students are currentlystudying thepeace module,while another90other studentshavecompleted the lessons. Everythree months,the schoolorganizes apeaceeducationprogramevaluation.

Bate (Gampong Cot Bate Kecamatan Kuala), Sekolah Dasar (SD) No. 22 (Gampong Lhoeuk Awe Kecamatan Jeumpa), SD Sukma Bangsa Bireuen (Kecamatan Jeumpa). It was executed in two steps: first, Training of trainer (ToT) Peace Education which is attended by 28 participants consisting of 21 teachers and 7 community leaders. The aim of the TOT was to build an understanding and knowledge of basic values of peace, to increase teacher's skills in developing student's creativity and reducing of a sense of hatred and vengeance. It, according to Sudarma, was a success in training the participants. They gave positif responses as described below:

There are a lot of lessons that I gained in the training. I actually have attended some training in Medan, but it was not like this training. In the future, I will make a change starting from myself, and then my family and finally my students. As a teacher, I have to start with myself.

Fatimah, a teacher of Madrasah Ibtidaiyah Negeri Cot Bate

In this training I have learned about the meaning of peace. We understand more about what the 12 basic values of peace are than we did before. All the lessons that I obtained will be taught to my students. I think they will be easily and happily accepted.

Muchlis, a teacher of Madrasah Ibtidaiyah Negeri Punjot

The second step is advocating peace education in the schools. After Training of Trainer, the next activity organized by PB was to implement the module of *Peace Generation* in seven schools and seven villages (*Gampong*). Some volunteers of this institution did monitoring in the schools and villages to see and evaluate the peace education activity done by the teachers. They distributed modules of 12 Basic values of peace: 40 books of teacher and 550 books of students.

Both teachers and students of the seven schools, according to Sudarman, were enthusiastic to teach and develop peace education programs using the module of *Peace Generation*. He said that although the program organized by *Perkumpulan Bima* was finished, peace education activity is still running. The number of teachers who have ability to teach peace education has increased. Interestingly, one of seven schools allocated a particular day, every Saturday, to teach peace education.

