

TRANSFORMING EDUCATIONAL CURRICULUM TO CULTIVATE CREATIVITY, CRITICAL THINKING, AND SUSTAINABLE PEACE DEVELOPMENT

¹Dr. Janardan Paudel, ²Dr. Khem Bahadur Chhetri
Tribhuvan University, Nepal¹, Nepal Sanskrit University, Nepal
janardanpaudel245@gmail.com

ABSTRACT

The aim of this research paper is to illustrate that educational systems are fundamentally built upon their curriculum and underscore the urgency of updating the current curriculum framework to align with evolving societal dynamics and the evolving needs of students, with a particular focus on fostering creativity and critical thinking to enhance peace, sustainability and prosperity in a country. In today's interconnected global environment, which has reshaped our daily concerns, it is imperative that the curriculum places a strong emphasis on nurturing creative thinking and critical analysis to promote peace and sustainability. When most people think of creativity, they typically envision skillful outcomes. A creative mindset is renowned for generating fresh innovative ideas, and it requires a robust mental capacity to enhance sustainability and peace. Students who engage in creative thinking are more inclined to excel in both learning and creative expression. Consequently, creative learning equips students to not only adapt but also thrive in the complexities of our contemporary society and environment. So, this study underscores the significance of integrating critical thinking as a means to cultivate creativity in the context of creative learning for keeping peace and promote sustainable development. The research methodology employed in this qualitative study is document analysis. The findings of this study suggest that traditional curricula need substantial revision in the era of globalization, where education itself is globalized. In response to this, education should align with global trends to foster creativity and critical thinking, ultimately enhancing students' capacity for sustainability learning and adaptation.

Key Words: Creativity, Critical thinking, Curriculum, Education for Peace and sustainability, Globalization

INTRODUCTION

The term 'creativity' originates from the word 'create.' According to Hornby (1989), 'create' is defined as "to make something new," illustrated by the example of "God creating the world." On the other hand, 'creative' describes the concept of 'creation,' implying the ability to generate something new, as seen in phrases like "He teaches creative writing." We frequently use the term 'creative' with children in a similar semantic context. For children, being innovative in their activities is crucial.

Creativity is a mental process that occurs when there's no predefined solution, resulting in the generation of new, unusual, or original ideas that are fresh and valuable. There's no single definition of creativity that applies universally. It involves cognitive and non-cognitive skills, along with curiosity, intuition, and persistence. As Padget (2013) suggests, when considering creativity and critical thinking in the context of education, we must consider three aspects: the learning environment, the curriculum, and the content.

Since education fosters tolerance, understanding, and empathy in people, it plays a critical role in advancing peace. Education may be a very effective instrument for fostering peaceful society when it places a significant focus on ideals like accepting diversity, resolving conflict, and expanding human rights. In order to promote peace via education, students must learn critical thinking abilities that motivate them to question preconceptions, question assumptions, and have candid conversations. By fostering an inclusive and courteous

school culture, communities may create the groundwork for harmonious cohabitation. Furthermore, when people receive an education that promotes global citizenship and interconnectedness, it is easier for them to see their shared humanity beyond barriers of ethnicity, religion, and culture. Education therefore turns into an instrument for knowledge acquisition and the advancement of peace.

To achieve peace and prosperity, there should be a clear vision. According to Clothier (2018), there are two processes involved in bringing a vision to life: answering the "why" question and creating goals that act as a route map from one's current location to the intended destination; achieving success requires more than just imagining; it also requires strategic planning. It's important to ask, "How do I get there?" thereafter. Furthermore, if people don't do this, they won't have the resources to lead the real lives they want. Although financial concerns may vary from person to person, Clothier advises working backwards, starting with the desired destination and determining the precise income needed to realize the perfect living.

Creative solutions can emerge quickly or develop over time, and it is not solely the product of exceptional individuals like Edison, Curie, or Jobs. Creativity relies on a foundation of general and field-specific knowledge. It is closely linked to critical thinking, as one needs to understand what is already known in a field to identify what is innovative. Critical thinking, as defined by Paul and Elder (2008), encompasses the ability to analyze and judge, while creativity involves the process of creating.

In high-quality cognitive processes, the mind engages in both creating and analyzing, developing and evaluating the ideas it produces. In summary, effective thinking involves both creativity and a high level of intellectual capacity. To be truly intelligent, one must possess a creative mind and motivation.

Our current education system is ill-equipped to nurture the next generation of innovative leaders. Fostering individual creative potential is crucial for leading economies. To achieve this, students should develop critical thinking skills early in their education.

Padgett (2013) emphasizes that the learning environment is influenced by physical, social, intellectual, and cultural factors, shaped by learners' backgrounds, surroundings, and social interactions. Instructors need to be aware of the external world and students' lives outside the classroom to provide a well-rounded learning experience.

Critical thinking involves students reflecting on their achievements in relation to desired outcomes, evaluating them against appropriate criteria, and being conscious of the quality of the process they engage in.

Creativity is a complex aspect of educational institutions. Teaching thinking techniques can help students overcome barriers to critical thinking. Overreliance on others can hinder students' growth, and they should be encouraged to express their inner abilities for creative learning and critical thinking. Curriculum reform is necessary to enhance creativity and critical thinking within the current education system.

OBJECTIVES

The aim of this research is to illustrate the significance of fostering creativity and critical thinking in students and highlight the necessity for a revamp of the current educational curriculum for promoting peace.

RESEARCH QUESTIONS

1. How does the incorporation of creativity and critical thinking skills in the classroom impact students' overall learning and problem-solving abilities?
2. What are the key challenges and opportunities in reforming the current curriculum to better support the development of creativity and critical thinking among learners to promote peace?

METHODOLOGY

The methodology of this study is qualitative and it has followed document analysis through review of literature.

LITERATURE REVIEW

This section presents some related literature review thematically and analysis of review as data of this study.

CURRICULUM AND CREATIVITY IN EDUCATION

The educational curriculum is widely acknowledged as a significant facet of human capabilities and attributes. Education is the factor that distinguishes humans from animals. A Sanskrit poem advocates education, asserting that it imbues individuals with decorum, which in turn cultivates merit, leading to financial prosperity, and ultimately culminating in happiness. In summary, the educational curriculum is the wellspring of creativity and joy. It is through the curriculum that latent human abilities are unveiled and harnessed, enabling individuals to perform their tasks more effectively and make moral judgments.

According to Padget (2013), the curricular content encompasses the body of knowledge, skills, ideas, and concepts to be imparted over a specific duration, representing the cognitive aspects of the learning journey. Educational institutions and schools are adopting a creative approach to the national curriculum, emphasizing innovation and novel methods of delivery, despite the perception of a content-driven curriculum. These institutions excel in providing the curriculum in ways that enhance learners' cognitive, social, and dispositional growth. Therefore, to enhance the quality of education, students must cultivate creativity and critical thinking, for which the curriculum bears sole responsibility.

These qualities drive learners towards progress. When every member of a society receives an education, the society advances as a whole. Education is a prerequisite for any nation. An uneducated population will struggle to comprehend how to contribute to the country's development, engage in projects, and undertake developmental initiatives. Education also equips ordinary citizens with the capacity, efficiency, and authority to participate in governance and translate their ideas into action. Our country requires skilled labor in agriculture, industry, transportation, communication, trade, administration, and various other domains. Competent labor is essential for all types of development—social, political, and economic. Consequently, educational innovation is paramount for the development of peace.

Padget (2013) contends that educators demonstrate creativity when they engage themselves and their students in exploring possibilities, embracing flexibility, and experimenting. Creativity manifests when unexpected and intriguing learning opportunities are provided, offering robust support for learners' ideas. Similarly, when learners have a sense of ownership in creating meaning through engaging tasks, they exhibit creativity, allowing them to make assumptions and express their learning to others.

Creative thinking involves a specific cognitive process that enhances the ability to generate novel ideas, fostering an optimal mental state for innovation and deliberate thinking to increase the likelihood of generating fresh ideas. It maximizes the brain's capacity to generate original, diverse, and elaborate ideas, involving a sequence of mental actions that result in thinking transformations and advancements. It is an experimentation with various behaviors and concepts. To nurture creativity in students, various problem-solving techniques are employed. Creativity is vital for students, instructors, educators, and nearly everyone else.

Morley (2010) delves into creativity, asserting that the joy of creativity reveals facets of knowledge that may not appear as conventional literature, especially when considering the insights of cognitive science. It emphasizes that the 'literary mind is the fundamental mind,' rather than being a distinct form of mentality. The act of writing, whether in the form of literature, music composition, dance performance, painting, scientific innovation, or cosmic contemplation, all necessitates creative thinking. These aspects of creativity should be supported through the curriculum.

CREATIVITY AND CREATIVE THINKING IN EDUCATION

Due to the rapid advancements in technology and society, it's impossible to predict the specific skills that will be required for future occupations. However, regardless of one's field of study, all careers will demand proficiencies in communication, critical thinking, creativity, and problem-solving. Companies desire employees who can assess various solutions to problems and choose the best fit for the organization. The world as a whole also needs innovative solutions for challenges we may not even have identified yet. Consequently, if we want to adequately prepare our children for future careers and challenges, education must start by nurturing each student's creative leadership within the classroom.

McLoughlin and Hodson (2013) propose that creativity and critical thinking should be consistent and continuous elements throughout every learner's journey. Best practices suggest that what happens early in this educational journey is pivotal and should be continually refined to produce confident, creative, and critical thinkers. It is the responsibility of teachers to ensure this happens and to understand why and how these developments occur by integrating these concepts into the classroom. This involves creating contexts for learning, promoting collaborative learning, allowing opportunities for students to formulate their own questions, and supporting them as they construct their own layers of understanding.

Children should be given opportunities to engage in creative and collaborative problem-solving. Teaching should focus on students acquiring process skills, such as generating inventive and unexpected solutions to new problems. This contrasts with the predominant focus in structured education, which often prioritizes memorization and regurgitation of information. In a dynamic and evolving world, the conventional principles employed by previous generations to educate and ensure success are no longer suitable for the innovative period in which we now live.

Lohani, Adhikari, Subedi, and Gupto (2000) emphasize the importance of critical and creative thinking. Critical thinking involves a deliberate analysis and evaluation of information according to established norms. In contrast, creative thinking generates and expresses new ideas, forms, and solutions, often in a more spontaneous manner. Creative thinking also places a greater emphasis on aesthetics, seeking answers that are not only effective but also appealing.

Unfortunately, traditional education often limits students' opportunities to develop their creativity and think beyond predefined boundaries. The next generation needs to be prepared to address not only known problems but also unforeseen challenges. Therefore, we must adopt a forward-thinking approach to how we educate and inspire the next generation. Morley (2010) identifies the main challenge for any writer as the act of writing itself and creating authenticity.

Individual learning styles and behaviors vary significantly. Smalzer (2014) acknowledges that individual behavior is complex and influenced by genetics, environment, and culture. Cultural norms can differ from one

culture to another, and the emphasis on standardized testing can discourage risk-taking and learning from failure. We must reconsider how we approach education and teaching.

To foster creativity, a hands-on and minds-on strategy can help students take ownership of their learning process and develop 21st-century skills such as collaboration, creativity, and critical thinking. The learning process should encompass motivation, hands-on experiences, reflection, an enjoyable approach, and collaborative learning. Fisher and Scriven (1997) define critical thinking as the skilled interpretation and evaluation of observations, information, and arguments.

Regarding creativity, Prakash (2009) asserts that in a competitive market, the value is determined not just by the presence of a product but by the presence of a unique product. Creativity involves the ability to create something new in terms of ideas, processes, or products, setting individuals and products apart from others.

"Quality, Creativity, and Management" will be essential in the new socioeconomic system. Creativity involves creating new ideas and altering existing ones. Highly creative individuals exhibit exploratory behavior, optimism, tolerance for uncertainty, and the ability to use resources effectively. They are also empathetic and have integrated consciousness. Heilmann and Korte (2010) propose two basic approaches to creativity in education and training. One emphasizes creative efforts in specific domains, while the other views creativity as a transversal skill that should be cultivated across all fields.

There are various strategies to encourage creative thinking in the classroom, such as creative problem-solving. Creative issue solving involves structuring creative approaches to problem-solving to make them more intentional and increase productivity. Sadi (2006) defines creativity as a synthesis of personality traits, modes of thinking, and environmental influences. It is a skill that can evolve with cognitive growth, life experience, and expert knowledge. Creativity involves justifying difficulties, making educated guesses, evaluating and testing hypotheses, and communicating results.

Natural abilities for creativity vary among individuals. Some are naturally more creative than others. Creativity can be influenced by factors like personality, environment, motivation, and cognitive development. Various barriers, such as limited time and funding, organizational structure, and emotional and perceptual obstacles, can hinder creativity and need to be addressed to foster creative thinking in students

THE ROLE AND EXTENT OF CREATIVITY FOR BUILDING PEACE

Creativity holds significance at both individual and societal levels, as per Sternberg and Lubart (1999). They suggest that creativity spans across various professional domains, encompassing individual problem-solving in daily life and the broader societal context, where it contributes to the emergence of new scientific discoveries, art movements, innovations, and programs. This societal creativity is economically valuable, creating new employment opportunities. In academic and social spheres, creativity becomes essential for addressing diverse challenges and barriers in an ever-changing global environment. It enhances people's capacity to adapt to contemporary challenges and demanding circumstances. Creativity serves as the foundation for progress in arts, science, technology, invention, philosophy, and literature. In our competitive world, innovation is a survival requirement. Therefore, fostering creativity among students becomes paramount for excelling in advanced education and effectively addressing forthcoming challenges that appear for peace and prosperity.

Nepal's policy documents also emphasize the need to enhance students' capabilities at the school level. The National Education Commission's 2018 Report underscores the state's role in providing quality education through various media, such as images, posters, dramas, plays, pamphlets, and advertisements. Despite the

emphasis on quality education in policy papers, the integration of creativity in education has been insufficient. The 2028 report from the National Education Commission notes that the existing education system does not align with students' current needs and realities. It prioritizes theoretical traditions over practical application, leading to issues due to a lack of resources and inadequate policy implementation. Clear policies for incorporating creativity in education are vital.

The Research Center for Educational Innovation and Development (CERID) (2005) identified teacher involvement in politics as a significant issue in most schools. Many teachers in the sample schools were directly engaged in politics and occasionally left their classrooms. CERID attributed this problem to unregulated political affiliations, as teachers actively participate in politics to gain favor and influence. While they receive salaries, they are not obligated to attend regular courses. Consequently, the education system in Nepal faces numerous challenges. Promoting creative learning necessitates the adoption of problem-solving techniques, artistic activities, and a focus on creativity in education, which demands the committed involvement of educators. Government initiatives are required to enhance creative thinking. The curriculum should emphasize problem-solving, and teachers need training in creative teaching methods. However, there is a lack of such a curriculum and trained instructors. Schools should offer workshops and seminars to promote creative thinking.

Learning is an artistic endeavor, closely intertwined with creativity, especially when viewed from a forward-looking perspective, as knowledge is dynamic and evolves over time. This perspective shifts the educational focus from memorization to presenting students with challenges, tools, and conditions that encourage them to actively explore, experiment, and create knowledge. This approach can prepare students for future careers by teaching them how to methodically and creatively overcome obstacles, adapt constructively to change, and collaboratively solve problems. Teachers can create powerful learning experiences that allow students to explore their creative problem-solving abilities without the constraint of seeking the "one right answer." This approach reduces inhibitions and enhances creativity and adaptability, highly sought-after qualities in today's ever-changing world.

EDUCATION AND SUSTAINABLE DEVELOPMENT

Education and sustainable development are intrinsically linked, with education playing a pivotal role in fostering the knowledge, skills, and attitudes necessary for building a sustainable future. As the United Nations Educational, Scientific, and Cultural Organization (UNESCO) notes, "Education is the key to achieving sustainable development" (UNESCO, 1997). This connection is evident in the three dimensions of sustainable development: economic, social, and environmental. Education equips individuals with the means to address the complex challenges posed by these dimensions. It empowers people to make informed decisions, adapt to changing circumstances, and contribute to the preservation of natural resources.

Moreover, education promotes sustainable development by raising awareness about global issues such as climate change, biodiversity loss, and social inequality. Through formal and informal educational channels, individuals become more informed and conscious of the interconnectedness of the world and the need for collective action. As a result, they are better positioned to participate in sustainable practices and advocate for policy changes that promote a more equitable and environmentally friendly society.

Education for sustainable development (ESD) is a specific educational framework that seeks to integrate sustainability principles and values into all aspects of learning. The United Nations Decade of Education for Sustainable Development (2005-2014) emphasized the importance of ESD, highlighting its role in preparing

individuals to address pressing sustainability challenges. As UNESCO continues to promote ESD globally, it underscores that education is a fundamental driver of sustainable development, as it equips learners with the competencies needed to navigate the complex issues of the 21st century and contribute to a more sustainable and resilient world.

In conclusion, the interplay between education and sustainable development is undeniable. Education not only imparts knowledge but also fosters critical thinking, creativity, and problem-solving skills that are essential for addressing the multifaceted challenges of sustainable development. As underscored by UNESCO and various global initiatives, education is a cornerstone of sustainable development, and its role in shaping a more equitable, resilient, and environmentally responsible future cannot be overstated (UNESCO, 1997).

EDUCATIONAL CURRICULUM, GLOBALIZATION AND PEACE

The intersection of educational curriculum, globalization, and peace has become a critical area of inquiry in contemporary educational discourse. Globalization, characterized by increased interconnectedness and interdependence, has influenced educational systems worldwide, shaping curricular content and instructional methodologies. As nations strive to prepare their citizens for a rapidly changing global landscape, the design of educational curricula plays a pivotal role in fostering understanding, tolerance, and peace. According to Smith (2018), globalization has brought about a need for curricular reforms that address not only the local context but also incorporate global perspectives to cultivate a sense of global citizenship.

Regarding the topic of peace education, Reardon and Snauwaert (2015) have stated that Paulo Freire's critical pedagogy has a strong effect on their approach to a pedagogy that is centred on reflective inquiry. They contend that the transformational goals of human rights education and peace education are most closely aligned with critical pedagogy. They contend that the fundamental conceptual and methodological underpinning for successful peace learning and participation in peace-related politics is comprised of the ideas and approaches drawn from Paulo Freire. This claim is primarily predicated on the idea that Freire's work provides a key paradigm in which learning turns into political participation and vice versa. The idea is that politics may be a vehicle for learning. Paulo Freire's viewpoint emphasises the historical pervasiveness of a social reality characterized by oppression.

One key challenge in developing educational curricula within the context of globalization is striking a balance between cultural diversity and the universality of peace values. As discussed by UNESCO (2017), a globalized curriculum should respect and integrate diverse cultural perspectives while promoting shared values that contribute to the cultivation of a peaceful world. The challenge lies in avoiding cultural hegemony and fostering mutual respect for different worldviews. UNESCO emphasizes the importance of inclusive curricular practices that acknowledge the contributions of various cultures and promote dialogue as a means of conflict resolution.

In the pursuit of a globalized and peace-oriented educational curriculum, educators play a crucial role in implementing innovative teaching methods. According to Johnson and Lee (2019), educators should adopt pedagogical approaches that encourage critical thinking, empathy, and cross-cultural communication. Project-based learning, collaborative activities, and the use of technology can facilitate students' understanding of global issues and promote a sense of interconnectedness. By fostering these skills, educators contribute to the development of individuals who are not only academically proficient but also equipped to contribute to a peaceful global society. Also, interconnectedness has led to the adoption of global educational standards and the

implementation of collaborative initiatives among institutions from different countries. While globalization in education offers opportunities for cultural diversity and collaboration, it also poses challenges related to cultural homogenization and the potential erosion of local educational values. As educators navigate these complexities, it is crucial to strike a balance that fosters global awareness while preserving the rich diversity inherent in local educational systems.

Through encouraging cross-cultural interactions, facilitating the transfer of information and expertise across borders, and influencing educational policy globally, globalization has had a profound impact on the area of education. The necessity for an internationally competent workforce has increased as nations become more linked, leading educational institutions to include international viewpoints in their curricula. As per Ritzer (2010), the phenomenon of globalization in education encompasses the transnational dissemination of educational models, curricula, and policies. Additionally, according to Ritzer (2010), globalization is a transplanetary process or collection of processes that entail growing liquidity and the multidirectional flow of people, objects, places, and information in both directions, along with the structures they encounter and create that either facilitate or hinder these flows.

According to Mische (2004), environmental degradation and resource depletion are acknowledged as causes of war ; although limited research exists on their role in civil strife and warfare, these factors have been identified as contributors; the depletion or pollution of shared resources like rivers may be an obvious cause of conflict; however, in cases such as soil erosion, deforestation, and desertification, involved parties may be less aware of the environmental factors and may attribute hostilities to economic effects like poverty, unemployment, and hunger resulting from degradation. In this context, educational curriculum should involve the aspects of protection of nature through education to bring peace and harmony.

Furthermore, the nexus between educational curriculum, globalization, and peace underscores the need for intentional efforts to create curricula that reflect the interconnected world in which we live. Achieving a balance between cultural diversity and shared values, while also empowering educators with effective pedagogical tools, is essential for preparing individuals to thrive in a globalized society that values peace and cooperation.

FINDINGS

The research paper emphasizes the pivotal role of educational systems in shaping the development of individuals and societies. It contends that the current curriculum framework needs urgent updating to align with evolving societal dynamics and the needs of students, with a specific focus on fostering creativity and critical thinking to enhance peace and prosperity. The interconnected global environment of today necessitates a curriculum that places a strong emphasis on nurturing creative thinking and critical analysis to promote peace. The study employs document analysis as its qualitative research methodology, revealing that traditional curricula need substantial revision in the era of globalization. The findings suggest that education should align with global trends to foster creativity and critical thinking, ultimately enhancing students' capacity for learning and adaptation.

The introduction elucidates the concept of creativity, highlighting its importance in the context of education. It defines creativity as the ability to generate new, unusual, or original ideas and emphasizes the need for a curriculum that nurtures creativity and critical thinking. The text suggests that creativity is not limited to exceptional individuals but is a skill that can be developed through a foundation of knowledge. The discussion emphasizes the inadequacy of the current education system in nurturing creative potential, calling for the early development of critical thinking skills.

The section on curriculum and creativity in education delves deeper into the role of the educational curriculum in fostering creativity and critical thinking. It posits that the curriculum is the wellspring of creativity and joy, unveiling and harnessing latent human abilities. The text stresses the need for a curriculum that goes beyond a content-driven approach and actively cultivates creativity and critical thinking. It calls for a shift from a focus on memorization to presenting challenges that encourage active exploration, experimentation, and the creation of knowledge. The role of teachers in fostering creativity is highlighted, with an emphasis on understanding the external world and students' lives outside the classroom.

The exploration of creativity and creative thinking in education underlines the evolving skills required for future occupations. It asserts that regardless of the field of study, all careers will demand proficiencies in communication, critical thinking, creativity, and problem-solving. The text criticizes traditional education for limiting students' opportunities to develop creativity and advocates for a forward-thinking approach that prepares the next generation for unforeseen challenges. The section also introduces various strategies to encourage creative thinking in the classroom, such as hands-on and minds-on approaches.

Overall, the study calls for a paradigm shift in educational systems to align with global trends and emphasizes the integral role of creativity and critical thinking in shaping individuals who can contribute to a peaceful and prosperous global society.

CONCLUSION

Because teachers and students are major stakeholders in schools, a study was done on students and teachers to learn about the status and challenges to creativity in secondary education. According to Anonymous (n.d.), the critical and creative processes of the mind are so intertwined that neither can be separated without a significant loss to both (as cited in Paul and Elder, 2012.p. 4). First, it should be stated that the creative mind develops new things, as in the case of scientists, philosophers, authors, musicians, composers, and so on. The entire course should be modified, including exercises to foster innovation. Problem-solving approaches should be included in the curriculum, along with an assessment mechanism. Education and study should not be made just for test purposes, as they are now. Logic and argument should be taught to students as part of their studies. Critical and creative thinking, according to Paul and Elder (2012), are both critical achievements, with criticality focused on analysing or assessing and creativity focusing on making or producing; similarly, because the mind must concurrently generate, analyse, grow, and judge the commodities it makes, healthy thinking requires both creativity and intellectual standards. At present traditional type of curriculum needs to be reformed. Schools should offer free computer education as well as Wi-Fi and internet access to the teachers and students. Power point presentations and internet access should be provided in classes. To foster innovation, the government should implement good educational programs. Priority should be given in curriculum design to promote creativity and critical thinking and learning for pupils. Teachers should also receive training on how to build multiple intelligences in pupils in order to make teaching and learning activities more successful. Courses should be developed in such a way that students are kept up to speed on global happenings on a daily basis. The gap found in this study is that traditional curriculum has not given priority to creativity and critical thinking which are highly necessary at present.

Implications

The research study implies several significant implications for educational systems and practices:

Urgent Need for Curriculum Reform:

The research underscores the urgent need for a comprehensive reform of educational curricula. The current curriculum framework is portrayed as inadequate in addressing the evolving needs of students and the demands of a globalized world. The implications suggest that educational institutions should prioritize updating curricula to foster creativity, critical thinking, and adaptability, preparing students for the challenges of the contemporary environment.

Shift in Teaching Methods and Pedagogy:

The study suggests a shift in teaching methods and pedagogical approaches. Educators are encouraged to move beyond traditional, content-driven instruction and embrace innovative methods that actively engage students in problem-solving, critical thinking, and collaborative learning. The implications highlight the importance of creating learning environments that stimulate creativity and provide opportunities for students to take ownership of their learning processes.

Integration of Global Perspectives:

Globalization is presented as a key factor influencing the need for educational reform. The implications indicate that curricula should not only address local contexts but also incorporate global perspectives. Educational systems are urged to strike a balance between cultural diversity and the universality of peace values. This suggests that students should be exposed to diverse cultural viewpoints while being equipped with a shared understanding that promotes global citizenship and peaceful coexistence.

Empowerment of Educators:

The study emphasizes the crucial role of educators in the process of fostering creativity and critical thinking. Educators are called upon to be aware of the external world and the lives of their students, indicating that a more comprehensive understanding of students' backgrounds and experiences is essential. The implications highlight the need for ongoing teacher training and professional development to empower educators with effective pedagogical tools and strategies that align with the goals of nurturing creativity and critical thinking.

Preparation for Future Challenges:

The discussion on creativity and critical thinking in education suggests a fundamental shift in the purpose of education. The implications imply that education should not only focus on known problems but also prepare students for unforeseen challenges. This requires a forward-thinking approach that goes beyond memorization, encouraging students to develop problem-solving skills, adaptability, and creativity to thrive in an ever-changing world to promote peace.

Alignment with Sustainable Development Goals and Peace:

The connection between education and sustainable development implies that educational systems should align with sustainable development goals including promotion of peace. Education is positioned as a key driver for building a sustainable future by fostering knowledge, skills, and attitudes necessary for addressing economic, social, and environmental challenges. The implications highlight the role of education in promoting awareness of global issues and preparing individuals to contribute to a more sustainable and resilient world for building peace and prosperity.

Government Policy and Institutional Support:

The study implies the need for comprehensive government policies that support curriculum reform and the integration of creativity and critical thinking in education exposing importance of peaceful family, community and the state. Institutional support is crucial to providing resources, workshops, and seminars that promote creative

thinking. The research suggests that educational institutions and policymakers should work collaboratively to create an environment that encourages innovation and supports the development of 21st-century skills.

In summary, the implications from the text emphasize the urgency of reshaping educational systems to meet the demands of a rapidly changing world, with a focus on fostering creativity, critical thinking, and a global perspective to contribute to peace and prosperity.

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