EXPLORING THE EFFECTIVENESS OF PEACE TEACHINGS FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Exploring the effectiveness of peace teachings is an important question that should be addressed to keep the sustainable development. Peace teachings have significant contributions in sustainable development. Peace teachings are included in the school curriculum but its effectiveness needs to be explored. Therefore, the major objective of this study is to explore the effectiveness of peace teachings for the sustainable development. Teaching techniques for peace are needed to be assessed for the effectiveness of peace teachings. To what extent classroom climate and school climate are supportive in enhancing the vision of peace in the students for the sustainable development. This question needs to be addressed continuously. Similarly, the selected content about peace should be revisited and revised within passage of time keeping in view youth contributions in sustainable development.Participants of the study were secondary school teachers and experts. Social studies curriculum concerning peace teachings at secondary school level and the classroom and school climate for peace teachings has been analyzed through thematic content analysis. Unstructured interview has be used as a tool of research. The findings of the study have explored the effectiveness

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of peace teachings for the sustainable development. The study has been significant in policy development to enhance the effectiveness of peace teachings for sustainable development.

Introduction

Peace teachings look not to be effective in many societies where youth is observed in violent criminal activities. Peace is included in the school curriculum but it's not effective as school violence is increasing in many countries of the world. Physical, emotional and sexual violence has been observed in school adolescents. Nature of school violence highlights the effectiveness of peace teachings. Strategies to reduce the violent activities among the school adolescents are dependent on the effectiveness of peace teachings. Corporal punishment is still is use to reduce the school violence among the school adolescents. It looks that the policies for peace teachings are needed to be revised (Kampel, 2017). Peace includes absence of all forms of violence and internal and external war. It should be based on the individual and social conditions of any society. Social justice, freedom of expression and social norms are important to enhance the vision of peace in the individuals of any society (Galtung, 1981). Peace teachings are an important phenomenon to the stability of society. Without comprehensive peace teachings, sustainable development is not possible. Therefore, it's important to assess the worth of peace teachings in the educational institutions to explore the effectiveness of peace teachings in the form of contributions of youth in sustainable development. Peace practices represent the effectiveness of peace teaching policies. Determining needs and gaps in peace teachings and practices indicate the future of sustainable development in the societies. Unfortunately, parameters have not been developed in many societies determining the worth of peace teachings in educational institutions (John, 2013). United Nations Educational, Scientific and Cultural Organization (UNESCO) highlighted that teaching children about living together peacefully, with the acceptance of other members of society and overcoming prejudgment within the people, among individuals and among communities, has been the main goal of peace education programs (Nicolai 2009).Revisions in education system are compulsory and associated with the desires of developing peaceful societies. Nature of system of education and peace are associated with each other as both are contributed towards the welfare and development of humanity in any society of the world. Maria Montessori said, "Establishing lasting peace is the work of education, all politics can do is keep us away from war (Montessori 1949, p. viii)".

It is important to evaluate the general social conditions that enhance the concept of peace in the individuals of the society. Physical violence, bullying in school and other criminal activities have been observed in the youth. Therefore, it is essential to correlate the peace teachings and peace practices (Schmidt, 1968).Peace looks to be not desirable in all societies of the world. Warlike societies educate their youth for war and not for peace.Roots and Practices for peace building are not always successful in societies (Banta, 1993).

International organizations have a lot of work on peace in the world that have been recognized as importance in bringing in different societies of the world. Article 26 of the Universal Declaration of Human Rights (1948) elaborates that, "education directs to the full development of the human personality, strengthens respect for human rights and fundamental freedoms and promotes understanding, tolerance and friendship among all nations, racial or religious groups and furthers "the activities of the United Nations for the maintenance of peace." The advancement of peace and peace education is an important component ofthe UNICEF"s mandate to work for the well-being and rights of children and in developing a peace education initiative with the community involvement to develop a harmonious and rightsrespectful society (Fountain, 1999).

"A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace"

(Hague Appeal for Peace Global Campaign for PeacePractical approaches to creating a supportive classroom)

Strategies to teach peace are different from the teaching of mathematics or English. It needs specialized skills to learn the values and rules of conduct in the society. Teaching peace requires specific skills to conceptualize the nature of violent attitude in the individuals. (Bey&Turner, 1996).

United Nations is one of the important forums to enhance the vision of peace in new generation. NESCO has launched many projects globally to promote the conceptual understanding of peace in youth. Article 29 of the Convention on the Rights of the Child (1989) highlights the significance of teaching children to enhance the values of tolerance, peace, equality, and friendship.

Hubert Groten and Jürgen Jansen argue:

"Peace is not merely the absence of war, collective violence or threats to use violence; the idea of peace must be rendered using terms like 'justice', 'freedom', 'development', and 'solidarity.'"

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One of the major barriers for the effectiveness of peace education in Pakistan is that the country has three parallel education systems including government institutions, private institutions and madrassa education system with different pedagogies and school climate. There should be a similar pedagogy and teaching climate to enhance the vision of peace in school adolescents. However, 2009 National Education Policy elaborates certain aspects of peace education including promoting human rights and interfaith harmony.

Basically practicing peace is an important phenomenon that begins with a search for inner peace of the individuals of any society of the world. The search for inner peace is need of the individuals and has captured themind's eye of many individuals today, particularly in western societies (Jonson, 2012).The researcher personally observed that in the educational institutions, it is need of the day to teach about the purity of inner self and its possible with the enhancing peace teachings to the students particularly at school level. Unfortunately, purity of inner self and peace teachings are no more focus in school teachings. Teachings about purity of inner self and peace teachings are correlated and should be included in the school curriculum in historical perspectives. Major need in the school curriculum is the little bit focus on peace teachings and because of this peace practices are not being observed in the youth in the society. On other side, violence and crimes are also result of no more focus on peace teachings and purity of inner self in school curriculum. The major challenge now a days in peace teachings is the lack of vision of peace teaching content and pedagogy in the teacher training program. This is also alarming that peace teachings are not being focused in the education policies (Khan, 2021).

Schools have a strategic position as agents of the peace culture development and teachers are central figures (McLeod & Reynolds, 2010). Unlike subjects, peace education depends on the teacher's personality. Teachers who are not peaceful cannot teach peace because their behavior is contrary to what they teach (UNESCO, 2005) so that it is not excessive if the peace pedagogy is an "honorable" effort (McLeod & Reynolds,2010). Students are the main resource in building a culture of peace and learning how to avoid violent acts in

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Schools provide the base to promote the culture of peace and teachers play a vital role in enhancing the culture of peace (McLeod & Reynolds, 2010). Peace education is also dependenton the teacher's personality. Teachers without their peaceful attitude and discussions are not in positions to teach peace to their students (UNESCO, 2005).

The teacher plays a central role in promoting peace. A teacher can develop activities to create the culture of peace in classroom and in school climate as well. It is also important to motivate and stimulate the students to learn about peace. Without adopting proper strategy, peace cannot be enhance in the new generation. Therefore, it is important to include the materials, media and methods to stimulate the students to enhance the vision of peace in them. To overcome the school violence, it is essential to create the peaceful culture in the school climate and the teachers can play central role in creating the peaceful climate in the schools (Ilfiandra, 2019).

Methodology

Qualitative research design was used in the study to achieve the objectives of the study. "Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques."Irny, S.I. & Rose, A.A. (2005)

No. of Schools and Participants

Ten public sector secondary schools were selected from the rural areas of District Jhang. Convenient sampling was used in the selection of schools. All schools were selected as sample of the study while one senior educator was selected for interview from each school. In this way, 25 participants were included in the study as sample of the study. The all public sector schools were selected to ensure the reliability and truthiness of the study. The selected participants were all male having more than 20years' experience of teaching social sciences at secondary school level.

Data Collection Process

After receiving approval from Chief Executive Officer (CEO), School Education Department, Principals of the schools were requested for the interview with the most senior educator. Each school was individually visited. The duration of interview was more approx. half an hour in each school. The interviews are recorded as well. 25 participants were included in the data collection process. Qualitative researchers use many methods for gathering information and interviewing is one of those methods with a research base. Seidman's (1998) Interviewing as Qualitative Research is grounded in the phenomenological tradition of three distinct, thematic interviews designed to question the meanings of lived experiences. Seidman connected the core of phenomenology to qualitative philosophy: "interviewing provides access to the context of people's behavior and thereby provides way for researchers to understand the meaning of behavior" (p. 128). He

furthermore established the idea that: a basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience interviewing allows us to put behavior in context and provides access to understanding their action (p. 128). The primary data sources used were interviews and open-ended questions.

Procedure of Analysis

Thematic content analysis was used in the analysis process of collected data. Similarities and differences were identified in the themes of the collected data keeping in view objectives of the study. While an inductive thematic analysis is a method suited to my research objective, the researcher realized that it could not be just follow Braun & Clarke's (2006) guidelines, but it was needed to modify procedures to fit my topic and my sources to achieve the objectives of the study. As Joffe points out, "work becomes scientific by adopting methods of study appropriate to its subject matter" while going about finding answers to research questions in a systematic way (2012, p. 219).

Developing Deductive Categories

Deductive categories have been deduced from theories, from relevant research studies concerning school violence experiences. In deductive content analysis, either a structured or unconstrained matrix of analysis can be used, depending on the aim of the study (Kynga¨s&Vanhanen 1999). It is generally based on earlier work such as theories, models, mind maps and literature reviews (Sandelowski 1995, Polit& Beck 2004, Hsieh & Shannon 2005).

The followingthemeswere identifiedthroughdataanalysis:

i. Nature & characteristics of peace

ii. Peace pedagogy

iii. Peace activities

iv. Sustainable development

Table 1:**Themes and Categories**

S.No	Themes	Categories
1.	Nature & characteristics of peace	i. Defining violent activities ii.Strategies to avoid violent activities. iii. Conceptual understanding of violent activities. iv.Nature and type of violent activities in society.
2.	Peace pedagogy	i.Nature of instructional strategies.

		ii. Effectiveness of Instructional strategies.
		iii. Outcomes of use of instructional strategies.
3.	Peace activities	i. Nature of peace activities.
		ii. Effectiveness of peace activities.
4.	Sustainable development	i. Linkage of sustainable development and peace
		ii. Use of peace strategies to enhance sustainable development

Table 2. **Explication of the data content relating to the categories and sub-categoriesCategory**:

Physical ViolenceContextualizationofverbatimdata   **Verbatimquotesfromtheinterviews**

Sub-Category: Natureofpeace teachings   "Peace has been well defined in the

Curriculum but it needs to add

more

material with critical discussions and

examples".

Nature of peace pedagogy   "peace pedagogy looks to be not

effective while teaching the content

of peace in the schools".

Nature of peace activities "Peace activities are no more

While teaching peace"

Sustainable development   " It looks no more elaborations on

the linkage of peace teachings and

sustainable development in the

classrooms. Teachers are not well

trained for such elaborations".

Discussion & Conclusion

The participants of the study elaborated the needs and challenges of peace teachings and practices. Majority of the participants were agreed that that peace pedagogy needs to be revised as it looks not be effective in enhancing the vision of peace in the school adolescents. The participants were agreed that teachers are not well trained in peace pedagogy. The participants were agreed that the content of social studies did not represent the peace teachings as major part of the curriculum. The participants were agreed that the linkage between peace and sustainable development has not been elaborated. Therefore, the major challenge in practicing the peace strategies is the gap in the professional development of teachers who are not well prepared to teach peace in a comprehensive way. The participants of the study were agreed that sustainable development and peace teachings should be collectively taught in the schools for the future contributions of the school adolescents in the sustainable development of the society.

The study concluded that professional development of the teachers needs to be revised keeping in view existing conceptual understanding of peace in the school adolescents. The study concluded that sustainable development and peace would be interlinked in peace teachings in the school curriculum. The study concluded that peace teachings would be activity based for the future practices of peace expected from the school adolescents. The study concluded that peace practices would be enhanced with the effective peace teachings in the school.

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