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A CRITICAL REVIEW OF STRATEGIES FOR PEACE BUILDING IN SCHOOL ADOLESCENTS

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Abstract

Peace building is a worldwide phenomenon. Schools have significant role in peace building in adolescents. The main objective of the study is to critically analyze the adopted strategies of secondary school teachers for peace building in the adolescents. The major objective of the study is the analyze the adopted strategies of the secondary school teachers for peace building in the school adolescents. Participants of the study include secondary school teachers and students of 10th class. The study has been conducted at public sector secondary schools in Punjab province of Pakistan. Qualitative content analysis has been used in the analysis of the collected data. The data has been collected personally by the researcher. Convenient sampling technique has been used in the collection of data. The study finds out the effectiveness of adopted strategies for peace building in adolescents as well. The study is significant for the school administration to review and streamline the policies concerning the peace building in the adolescents. The study is important for revising the school curriculum to enhance the vision of the peace in school adolescents. The study concluded that school curriculum is activity based to enhance the vision of peace in school adolescents. Discussions and individual presentations on peace have been adopted as strategies to enhance the vision of peace in school adolescents. The study recommended that training programs for teachers regarding peace building should be continued at school level. The study recommended that peace activities should be increased in the content of social studies at school level. The study recommended that school climate should be promote regarding the peace promoting activities. The study recommended that education policies should be revised regarding peace building strategies in the school curriculum and teacher training programs.
Keywords: peace building, adolescents, secondary, school, strategies

Introduction

According to the United Nations document, An Agenda for Peace, peace building consists of an extensive range of activities concerned with reconciliation, capacity

building and societal transformation (BoutrosGhali, 1992). The expression of vision of peace and development of a country can be through its peace building plans (Sommers, 2012, p-12). There have been increase in intrastate conflicts in majority of the world from the more than half century (Bracken and Petty, 1998, p. 3, 9). There is a convincing correlation between children, poverty, and current cycles of intrastate conflict (UNICEF, 2011). "Youth are the primary actors in grassroots community development/relations work; they are at the frontlines of peace building." (McEvoy-Levy, Siobhan, 2001). There is need to support the youth for promoting peace and democracy because youth have the potential to bring changes for a sustainable society (Felice & Wisler, 2007).

Education is the ultimate source of enhancing peace in any society. Social justice makes it possible to promote the vision of peace with the assistance of education system (Tschirgi 2011).

Nonviolent ways are included in the teaching and learning Peace and conflict resolution education. UNICEF has defined peace education as "the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level" (Fountain 1999, 6).

Attention towards the peacebuilding activities in youth has been less observed. "In any conflict context one examines, the dominant presence of the young in community development, and in inter-ethnic dialogue and peace groups is clear. Many have direct experience of violence, conflict and imprisonment themselves. They are not well paid, their projects are under-funded, often stressful and can be life threatening. Like other civil society actors they are less visible in analysis of peace processes than key elites" (McEvoy-Levy, 2001: 24-25).

Education plays vital role in promoting the civic and citizenship education to contribute peacebuilding (UNDP, 2010).

While the international community has demonstrated a commitment to peacebuilding, it has been slow to take on board the lessons regarding education's contribution to conflict transformation. In 2006, a new UN peacebuilding architecture was established including the Peacebuilding Commission (PBC), the Peacebuilding Support Office (PBSO) and the Peacebuilding Fund (PBF). In his 2009 report on peacebuilding in the immediate aftermath of conflict, UN Secretary-General Ban Ki-Moon places social services, including education, among the five recurrent priorities for peacebuilding in post-conflict transition. Other studies also highlight the importance of social policies such as education and healthcare in maintaining peace in post-conflict contexts (Collier and Hoeffler 2002). Nevertheless, to date social services, and in particular education, have not been prioritized as compared with interventions in the security sector and political processes. Since 2006, the PBF has received US$ 347 million, and education-specific projects account for just 3% of the total funding provided (UNESCO 2011, 36).

Historically, peace was assumed as opposite of the war and violence (Matsuo 2005). In 1998 UN resolution on the culture of peace is defined as "an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and

violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament."(Ubogu, 2016,p-88).

A number of people live in violent climate in the societies of the world. Approx. 1.5 billion people live in various where many forms of violence exist. The people are affected by the poverty and hunger. (UNESCO, 2011b: 11). Three phases of conflict prevention exist including early identification and resolution of basic causes of conflict and peacemaking (UNESCO, 1989).

This is the responsibility of the individuals of every society to contribute in peace building. Education can plays vital role in enhancing the vision of peace in society. Lack of educational opportunities can lead to violence and conflict in the societies (Barakat and Urdal, 2009: 2). There should be a wide range of peace building programs in the schools. Education policies must reflect the peace building strategies to enhance the vision of peace in the new generation (Sinclair, 2004).

Adolescent and Peace building at School-A General Overview
Adolescence is the period of "intense physical, psychological, emotional and economic changes" (UNICEF 2012, p.5). "Adolescents are said to be social actors with skills and capacities to bring about constructive solutions to societal issues that directly affect them" (ILO 2009, p. 10).

"Teaching global peace building is about educating and engaging global citizens who understand the interconnectedness between their lives and the lives of people around the world, and who are committed to managing conflict at all levels" (Milofsky,2011).

The UN Secretary-General's Policy Committee (2007) defined the peace building as follows:

"Peace building involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundations for sustainable peace and development. Peace building strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and therefore relatively narrow set of activities aimed at achieving the above objectives".

Philips, Arnhold & Bekker (1998) determines that teachers who have experienced war can play vital role for making peaceful society. Teachers play vital role in promoting peace though curriculum (Syed & Novelli, 2015).

 "Since war begins in the mind of man, it is in the mind of man that the foundation of peace must be constructed" (UNESCO, 1947).

Teachers can perform vital role in peace building when the teachers' capacities in the education system are strengthen for the effective change (Naylor & Sayed 2014). Pre-service teacher training empowers future teachers to realize social skills (UNESCO, 2011). Teacher a as peace builder is dependent on the conflict resolution skills. (Novelli and Smith 2011). Teachers need to provide content knowledge and stimulate learners for their active role to promote peace and social cohesion. (Sayed,Y et al, 2018).

Education policies reflect the conditions of peace or violent conflict. Seitz (2004) claims to contribute significantly about the vision of peace and peacebuilding in the youth (UNICEF, 2014). "Curriculum packages that espouse tolerance and egalitarianism, but that are delivered within educational structures that are fundamentally intolerant and inegalitarian cancel out much of the potential positive impact" (Bush and Saltarelli, 2000, p. 34).

Role of Teacher in Peace building

Peace educators gave importance to moral and spiritual dimensions of peace as well (Tinker, 2016). Teaching self-awareness and communication skills are useful strategies to promote the peace building in the students (https://peacealliance.org/).

Goals of National Education Policy 2017-2025 includes, "Taleem (Seek, Use and Evaluate Knowledge), Tarbiyya (Social, Technical, Moral and Ethical Training) and Tazkyya (Purification of Soul) are three pillars of the policy" and "Promote the values of peace, tolerance, respect for human rights, universal brotherhood, understanding and mutual co-existence"(p-10). It's clear from goals of National Education Policy that to develop peaceful thinking and practices of school students, textbooks and teachers training material includes content on morality, purification of soul, respect for human rights and peace. Building self-esteem and confidence among students is the significant strategy for peace building. School teachers in Pakistan should promote self-esteem in the students in Pakistan (Siddique, 2012).

It's also fruitful strategy to encourage school students to express their emotions and feelings and to accept the feelings of others. In this way, students learn coexistence and peaceful living woth others (Siddique, 2012). http://peacefulschoolsinternational.org/. "To acquire or strengthen a particular disposition, a child must have the opportunity to express the disposition in behavior" (Katz, 1999). A classroom should be a welcome home for the students. A student looks to be smiling while entering the classroom (http://www.earlychildhoodnews.com/).

Useless disciplinary practices and violence in schools have become persistent problems in public schools (Devine, 1996). Therefore, this is a need of the day to evaluate the adopted strategies of school teachers for peace building in adolescents and to make the recommendations for teachers to enhance the process of peace building in the students. For this reason, researcher conducted this study to evaluate the adopted strategies of teachers for peace building in public sector of Pakistan and to provide further recommendations in view of the teachers to enhance peace building the adolescents in schools.

Selection of Participants

Researcher personally collected the data form the participants of the study. The participants of the study were well informed about the nature of study. Prior permission was taken from the school administration to collect the data form the participants of the study. Time was taken from the participants of the study before the start of interview. The duration of interview was about 30 minutes. Convenient sampling technique was used in the selection of participants.

Data Analysis

The analysis was done on the basis of grounded theory. Employee's perceptions regarding a phenomenon have been explored with on the basis of grounded theory

(Khan, Qureshi, & Ahmad, 2010). Grounded theory is concerned with inductive approach rather than deductive approach of inquiry (Glaser, 1992). Grounded theory is concerned with inductive strategies for data-analysis (Charmaz, 2014).

Discussion & Findings of the Study

Participants of the study were agreed that they used the strategies to enhance the vision of peace in the school adolescents. Participants of the study were agreed that professional development of the teachers reflect the strategies for the peace building in the students. Similarly, the participants of the study were agreed that majority of the teachers agreed that discussions and individual presentations are used to enhance the vision of peace in the students. The participants of the study were agreed that it is needed to revise the school curriculum to promote the vision of peace in the school adolescents. The participants were agreed that education policies also needed to be revised to develop the strategies of peace building in the school adolescents. The participants recommended that training programs would be continued to enhance the vision of peace in the school adolescents. The participants recommended that social media would play vital role in peace building in the school adolescents.

Teachers shared a wide range of description on meaning of peace. According to one teacher, the meaning of peace in past times, which was "period between two wars" is no more applicable today; he also added that peace is more than just the absence of war. According to most common research findings from teachers, the meaning of peace is freedom of expression and, ethical, moral and empathetic behavior towards fellow beings. Teachers also articulated peace as tolerance, respect for each other, safety and security (law and order), absence of physical and mental harm and sufferings, absence of terrorist activities and no more energy crises. The participants agreed that peace is when one is mentally free from all kind of fears and threats.

Teachers endorsed peace as self-regulation, calmness, inner and outer tranquility, organization, equity, justice, quality of education and availability of basic human needs (food, health and quality of life). They also indicated that peace is about ensuring Human Rights as well as ensuring opportunities for each individual to live an optimal life.

According to one teacher, "Peace is an agreement to end aggression against each other". Teachers also articulated that peace ensures satisfaction, happiness, child survival as well as greater opportunities for educating people. As accounted by one teacher, peace is a state of mind and mainly has two broader levels; firstly, when there are no worries and problems, and everyone is happy, satisfied and content with self and family. Secondly, peace is living in harmony in communities despite diversity and differences within community members. The biggest shortcoming shared by teachers is the lack of understanding of the concept and a comprehensive and agreed upon definition of peace.

Conclusion

Strategies for peace building include classroom activities including discussions and presentations. Professional development of the teachers include the strategies plan for peace building the school adolescents. Peace building training programs are arranged within passage of time for the school teachers to enhance the vision of peace in the students. Peace has been well elaborated in the national school curriculum. The participants recommended that training programs should be continued to enhance the

vision of peace in school adolescents. The participants also recommended that social media should also play vital role in peace building the school adolescents. The study recommended that education policies should be revised regarding peace building in the school adolescents.

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