



Teachers as Agents of Peace: Exploring Attitudes, Beliefs, and Challenges in Khyber Agency (A case Study)

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ABSTRACT

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This paper is reflective on determining the attitude of teachers towards peace education Tehsil Bara Khyber Agency, towards indicating the conflict resolution as an influencer of peace education, to discuss the degree of social awareness among teacher regarding peace education, to indicate the belief of the teachers as an influencer of peace education. 55 randomly chosen Tehsil Bara teachers were used as the sources of data. The entire data was tabulated with percentage technique and conclusion was drawn. 91 percent of the respondents were deliberating that information can be solved by peace training. Peace education was supported by most of the teachers. Religious facets of the society were also a factorial influence of peace education. Nearly all the teachers supported that misconception regarding the religious beliefs which may lead to challenges in the peace education. Thus teacher training on peace education could be carried out. One significant way of enhancing peace education would be free access to education coupled with religious knowledge that may be delivered in religious schools as people are developing a firm belief in this. The paper suggests timely intervention of the govt in Tehsil Bara.

Introduction

Peace education can be considered as a process of learning the values, the knowledge and cultivating the attitudes, skills and behaviours to co-exist with oneself, with others and with the natural environment in harmony. Koichiro Matsuura, (2001) the Director-General of the UNESCO (2001), has written of peace education as being of the core concern of the mission of UNESCO and the United Nations. Meshing between peace education and human rights education has also taken place recently. Peace education in UNICEF report (1999) can be defined as the process of imparting knowledge, skills, attitudes and values required to make behavioral changes that would help children and youth and adults to stop conflict and violence whether overt or structural; avert conflict peacefully and also to promote conditions that allow peace whether at an intrapersonal, interpersonal, intergroup, country or even international level. Peace education is not only needed in the society of a country experiencing armed conflict or an emergency. According to Akram et al. (2021), since permanent behavior change among children and adults is only possible by the course of time, successful peace education must still be considered a long-term process and not a short-term action. Peace education should also engage the whole community, although, very frequently, it is founded in schools and other educational settings. People's freedoms and free markets have suffered negative

consequences due to poverty (UNICEF report on peace education 1999). <|human|>Poverty has resulted in the adverse effects of elucidations on people freedoms and free markets (UNICEF report on peace education 1999).

There are a lot of various theories of the peace in the world of peace studies, the studying of the conflict transformation, disarmament and violence cessation. What constitutes the meaning of peace depends on the religion or culture and the course one is studying (Ramadani, 2021). Peace is a balance and understanding within you and outside, whereby respect is earned through a tolerance of differences, you tolerate and end up in dialogues, the rights of people are upheld and their voices heard and all are on their peak assertive serenity without social strife (Ramadani, 2022b). Peace refers to a society or a relationship which is functional and working without violent combat (Ramadani & Shishko, 2024). Peace is usually perceived as the lack of aggression or the presence of good or recently recuperated relations of people or countries, security regarding social or economic status, the recognition of equality and equity in political affairs (Ramadani, 2022a). Peacetime as the term is used in international relations refers to the lack of war or conflict. Ian Harris and Snotty (2003) have defined peace education as the set of teaching encounters, which are based upon people:

- Their desire for peace,
- Bloodless options of conflict regulation and
- Critical analysis abilities in structural arrangements, which generate and give legitimacy to injustice and inequality.

According to Johnson (1975), no theory to peace education existed and that there was an evident need to have that particular theory. The programs of peace education all around the globe have marked a range of area of interest, such as anti-nuclear, international comprehension, environmental defense, communication proficiency, non-violence, conflict resolution methods, democracy, human rights consciousness, diversity tolerance, coexistence and gender equality, and others since the early fifties of the past century. Some have also touched spiritual aspects of inner harmony or have issued programs on world citizenship that have synthesized many of the above issues. Although recent academic discussion about the topic has attained a wider and more integrated perspective on the concept of peace education, an overview of field-oriented initiatives indicates that most prevalent types of peace education include three variations: conflict resolution training, democracy education, and human rights education. (Ahmad et al., 2025), new methodologies are coming into being and challenging some of theoretical underpinnings of the above-mentioned models. The most serious of these new strategies is peace education as a worldview change of the process. Peace is a described condition of operations within a society or a relationship without violent conflict. (Ramadani & Krasniqi, 2023) state that through the Anglo-Norman pas, and meaning freedom of civil disorder, the English word was adopted in a variety of personal greetings as a translation of both the Vulgate pox and the Greek Irene, which in their turn were translations of the Hebrew shalom. Shalom which can be translated as salaam (Arabic) means several things; safety, welfare, prosperity, security, fortune, friendliness. The individualized meaning is portrayed in a nonviolent way of life which also defines a relationship of any kind of people who are defined in terms of respect, justice and goodwill. This subsequent conception of peace may also refer to a sense of one to oneself, being at peace with one's own mind, which was the inference made in Europe. The old English word is also applied to mean quiet and this is a calm, serene and meditative style of the relationships that exist in the family or group without quarrelling and seeking tranquility, no disturbance or agitation there is in a relationship. (Ferguson John, 1986)

Literature Review

Peace education work has been done as education in peace, history of peace education, first half of twentieth century, the atomic age to the space age, education in a nuclear age, peace education in practice with-in school approach, improvement of the school environment, curriculum development, pre-service teacher education, in service teacher education, outside school approach, camps, sports and recreation programs, youth clubs and groups, training of community leaders, workshops training parents, media training and other channels of communication, magazines to youth people, traveling theatre, puppetry, TV and radio spots, animation, peace campaigns, contest and exhibition, revival

Peace Through Educations

According to Timpson (2000), dove is a bird of peace and in the same light, universities are a place of peace. When we check the meaning of peace in a dictionary it is deterred as an environment where no war and skirmish is taking place but there may be peace in an environment though war like atmosphere may also exist. Consequently we cannot say that there is peace prevalent. The world is rapidly turning into a global village and the ancient values and civilizations are deteriorating. The greatest aspect that international community is faced with is the world peace, at one time a certain country was at war and only that nation would suffer. It is the people of that given country that would bear the weight of the war and the rest of the world would be uninvolved but courtesy of globalization the situation has reversed. It is now, somewhat, undesirable

situation in any country of the world and has direct impact on the world peace. The problem is what has developed untoward circumstances. (Fatima & Ahmad, 2025) writes that a survey done by the time magazine reveals that the lack of education is the primary cause of such situation. Then there are economic depression, exploitation and religious intolerance. To this survey, the lack of education has been posted as the cause behind economic depression as well as the intolerance towards religion. What is education? It is a hard question to respond to as education would not have been defined today as it was two or three centuries ago. Education is all now; be it an educational establishment, or a community, the world depends upon education. Another myth that exists in our nation is that education can only be taught in school and colleges. Actually it is a specific training that is provided in those institutions. University education starts in the universities whereby the knowledge acquired during school and college is the foundation to university education. The education received and taught in the universities is put to test in other sector of the society. Therefore, there is no need to say that something has to be done to develop universities in the world. This is being extended in most countries. In the developed world so much money is being pumped towards universities and anyone who is related with universities is regarded as a key step person. This is evidenced by the salaries and benefits that universities teacher get in such countries. The salary and benefits that a university teacher experiences in Japan outcompensate the salary and benefits that the Japanese prime minister experiences. The greatest issue here is that education does not take a priority list and very low percentage of finance is spent on education in budget in our country as compared to spending very high percentage of money on education in developed nations. The budget allocated to education in these countries is only used in education whereas a country such as Pakistan utilizes the budget that has been allocated to education to non educational activities. Peace appears to be a luxury in the entire world including Pakistan. Various individuals are in dissimilar sectors trying to bring about peace. Media is playing its role. Law enforcing agencies and judiciary are also at work but it is seen that even their effort is not bearing fruits because the work is initiated when the peace is already marred. Subsequent solutions and remedies are then proposed. This was then applied as suggestions and remedies to other organizations. Thereafter, discussions are done in higher institutes of learning. Intelligentsia [as the entire nation] is a participant in that conversation and this intelligentsia is national. What this class may say is not only listened to with all the attention but also is accepted. Knocking Maria Montessori (education and peace, 1972) scolded that High educational institutions and universities can surely wipe the land of the existing turmoil and commotion. It is possible to find the deprivation and the feeling of loss of those who mar peace and other similar motives. The antagonistic forces in action that peace may be brought too light, may be remedied. The good thing that may follow may be to start negotiations within the boundaries of decency and to say good bye to the application of force. The world has apparently no other choice remaining. The world is not cave age any longer. Speaking with convincing arguments and therefore finding solutions to problems is more attractive than speaking with gun in this era of science and technology. Educational institutions of higher level contribute to the industrial, social and economic progress of one country rather significantly. The significance of a healthy and fine state of mind in a country that has high learning institutions cannot be described. Greece ruled the

whole world courtesy its advances in education. Even the modern people enjoy the product of the psychological growth of the Greeks. Others behind this success was the learning institutions in Greece that gave birth to great minds such as Luke, Aristotle and Plato whose ideas and knowledge are still heard in our ears. Why can we not, t we can build up strong solidarity and liberal thinking in our institutions of learning through creating such an ideal atmosphere. Hence, we will not go wrong and most definitely cover a long distance to create something desirable. Since these goals are expected, high educational institutions can play an important role. These learning institutions already have a notion of dialogue. The society in knowledge and research about the knowledge also reside there which can form a foundation of ideal peace. Once Immanuel, (1903) pointed out that knowledge and intellect fertilized peace. Lack of knowledge and obstinacy is the source of wars. Education concerns humanity and ignorance vice versa. Education is not human rather human have to attend education. Then, I suppose we should make the best at acquiring knowledge as Immanuel, (1903) concurs. We must consider those schools where we are being taught. Those resources are the ones which have to be used indicated by educational institutions.

Education here is defined as any process be it in school or a non-formal or informal education situation that brings about knowledge, skills, attitudes and values that results into behavior change in children or in adults (Ahmad et al., 2021).

The notion of peace does not only imply the lack of open violence (also known as negative peace). It also includes the existence of social, economical and political justice that are critical towards the concept of positive peace (Hicks, 1985). Inequalities, discrimination and inequitable access to opportunity examples of injustices are called structural violence that forms the cornerstone of most conflict. The simplest hindrance to a peaceful society, structural violence in its turn, cannot possibly exist in an environment where the basic human rights are infringed on.

Approaches to Peace Education

Peace education has two approaches. I-e with-in school approach and outside school approach.

With in School Approach

Under school approach, the primary concern is the improvement areas of improving the school environment, curriculum development (production of instruction materials to teachers and children), pre-service teacher education, and in-service teacher education.

Improving the School Environment

The best mode of peace education is by inculcating the skills of peace and conflict management actively and demonstrating the skills through the school environment where the skills are to be taught (Baldo and Furness, 1998). In many nations, there is a focus on enhancing the atmosphere in the schools to ensure that they can become a miniature of the kinder and fair society. This brings an interrelatability between the messages of the school setting and the curriculum, the overt and the school cultural curriculum (Memon et al., 2025). School-level interventions are likely to deal with whether the rights of children are being promoted or not in schools, the discipline approaches, the organization of classroom and school, and decision-making. It is imperative to train teachers and administrators so that the teachers could explore these problems in the lens of peace education. One of the elements of this approach is present in the programmed in the Federal Republic of Yugoslavia. Youth leaders in the countries where peer mediation has been established have been trained to become conflict managers through the installation of peer mediation programmers.

Pre service teacher education

In several countries, there is attempt to improve the standards of pre-service teacher education (Rasool et al., 2022). Other skills such as the use of interactive and participative means of teaching, arranging cooperative work in a group, and encouraging group discussions might be part of the training (BIBI et al., 2025). Quality education could not be provided without the use of such teaching methods, which also allows teachers to teach the importance of cooperation, respect to the opinion of the child, and appreciation of differences (Saqlain & Shahid, 2024). Throughout its curriculum, participatory strategies of teaching and learning strategies can be applied (Saqlain, 2021). It is a necessity in the peace promotion activities that concern education. Similar examples of interactive methods of Pre-service teacher education are found in Burundi and these are a frequent motif in the workshop reports in the ESARO region (1997). In Sri Lanka, pre-service teacher education It is an important aspect of the programme which includes peace education and one national teacher training college is supposed to be the centre of the development of pre-service training programmers in peace education, formed part of the normal subject areas. Croatia Pre-service teacher training Pre-service teacher education in development in Croatia is being established. (ESARO, 1997)

In service teacher education

It has been conducted in Burundi, Federal Republic of Yugoslavia, Rwanda and in Tanzania in the education of service teachers. Similar to pre-service teacher education, in-service teacher education can be based on participatory teaching and learning practices, and such content areas as children rights or conflict management skills. School principals are also trained in conflict resolution techniques in a teacher training college in Sri Lanka before being sent to practice teaching in the schools. This aids in making sure that there is administrative backing to new teachers trying to implement peace education. (ESAR, 1997)

Outside Schools Approach

The most notable aspect of Peace education in UNICEF report (1999) is that it does not only emphasize on activities to be done in schools (Saqlain, 2021). Some of the UNICEF offices have produced after school programmers and summer programmers who are peace based. They have developed workshops, training programmers and out school youth activities as well as initiatives that address the media, youth publications and community based arts programmers. Collectively, these strategies can prove that learning occurs in numerous settings, each of which may support the messages of peace.

Components of Good Peace Education Programmes

- Carrying out a situation analysis before planning the programmed and designing before initiating any intervention (WHO, 1998);

Elements of Effective Peace Education Programmes

- Carrying out a situation analysis before the programmed design, and pre-intervention planning before initiation of any intervention (WHO, 1998);
- This can be done by giving ample time to train staff/teachers, allowing them not only to internalize concepts and skills of peace education to themselves, but also to be sufficiently prepared to pass the same concepts and skills to others (Métis, 1990);
- With co-operative and interactive strategies that implement active participation and practice of the students (Stevahn, et. al., 1996);
- Learning generic problem solving by using real life scenarios (Tonal and Guerra, 1994);
- Frequent reinforcement of conflict management lessons learned at school in non-school situations such as teaching parents and community organization the same skills that were taught in the school (Métis, 1990);
- Inclusion of gender and cultural sensitivity in programmed design and implementation, and suitability with the age group (Blake way, 1997); Inclusion of conflict in the community and/or larger society, and interpersonal conflict, analysis in the programmed (Institute for Conflict Analysis and Resolution, 1994);
- Offering youths the chance to participate in constructive, peace-building efforts in their educational institutions and local areas (Tonal and Guerra, 1994);
- Winning wide community support of the programme at the very beginning, among politicians, educators, leaders of communities, public health practitioners, religion, and business leaders (WHO, 1998).

Nature of the study

One of the biggest and most sensitive regions of Khyber Agency is the federal Govt. Administered Tehsil Bara. It is located in tribal region of Khyber Pukhtoonkhwa. Moreover the study area is located 8 kilometer north of Peshawar on the South West (on the other hand North East of Bara) in the North, West and South of Tehsil Bara there are Jamrod, Teraah and Orakzai Agency respectively. Where, Darrah Adam Khel lies in the South East of Tehsil Bara. The Tehsil population (calculated on census 1998) is approximately 448174 inhabitants and area is 1000 sq. mile.

The citizens of Bara are predominantly the members of the following tribe; Qamber Khel, Malikden Khel, Shluber Qamber Khel, Aka Khel, Kamar Khel and Sipah. The researcher was informed that these tribes are residing in the villages numbering 572 of which some heavily populated villages (have secondary schools of boys and girls) are; Alam-Gudar, Dograh, Mandikas, Nala, Kohi, Spin Qabar, Yousaf Talab, Khajori.

Bara has 235 schools, all of which had been shut since June 2009 because of the terrorism and security factors.

Population of the study

The population of this study was made up of all the teachers of government schools of Bara Khyber Agency.

Sampling

Eleven Schools Bara (Khyber Agency) was the source of random selection of the teachers as sample of the study.

Data collection tool

Data were collected by the use of questionnaire. The questionnaire was further divided in three blocks since it included, general characteristics of the respondents, the opinion of the respondents and the recommendations of the promotion of peace education.

Tabulation and Data Analysis

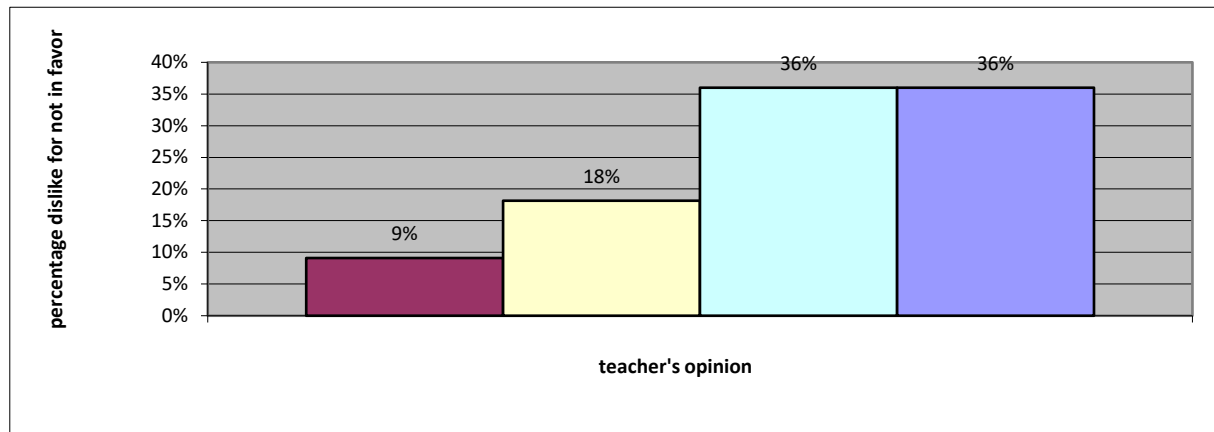
The information was systematized, tabulated, evaluated and interpreted in the form of percentage and the researcher provided his recommendations based on his findings.

Population of the study

All the teachers of government schools of Bara Khyber Agency constituted the population of this study.

Table 1: Showing teacher's opinion about peace education and reasons for dislike of peace education

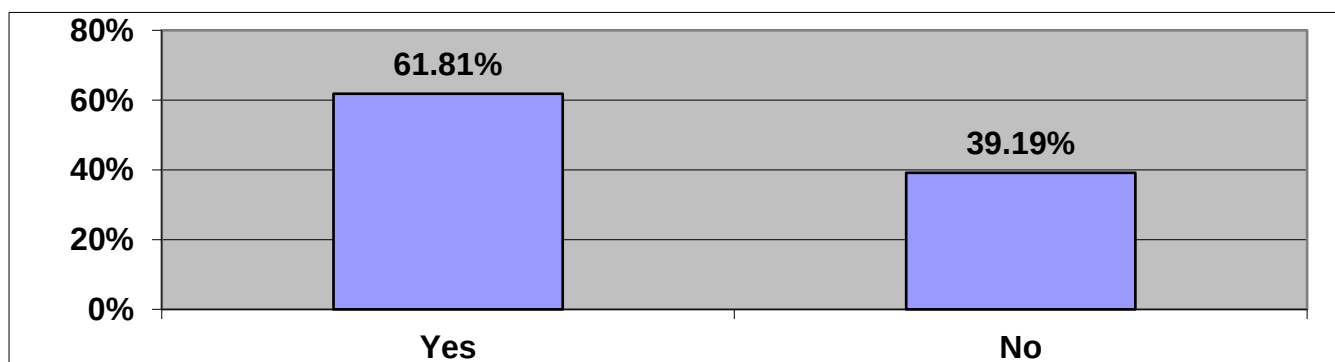
Teacher's opinion about Education	Number of Respondents	Reasons for dislike			
		Not important	Insufficient training	No awareness	Other reasons
In favor	44 (80%)	00 (0%)	00 (0%)	00 (0%)	00 (0%)
Not in favor	11(20%)	01(9.09%)	02(18.18%)	04(36.36%)	04(36.36%)
Total	55(100%)	01(9.09%)	02(18.18%)	04(36.36%)	04(36.36%)



The table and graph above reveal that 80 percent of the teachers supported peace education and the other was against peace education. Moreover of the 20% teachers, 9.09% of the teachers were less attaching importance to peace education, 18.18% said that this was due to less training programs, 36.36% said that it was as a result of lack of awareness of the teachers and 36.36% had other reasons.

Table 2: Showing that children are getting religious education from any Madras's or not.

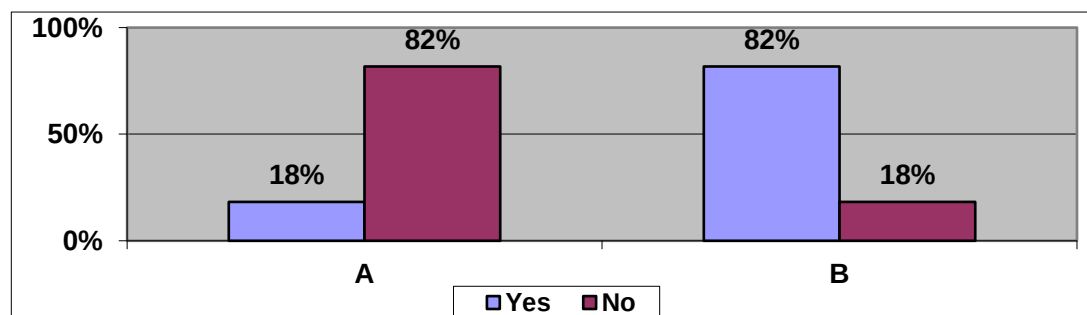
Status of children religious Education	Number of respondents.	Percentage
Yes	34	61.81%
No	21	39.19%
Total	55	100%



It indicates that there is a difference in terms of the proportion of children whose parents are sending them to Madrassa to receive the religious education (61.81). The graph indicates that 39.19% of the respondents are not sending their children to Madrassa.

Table 3: Showing teacher's belief is an influential factor of peace education and teacher's misunderstanding regarding peace education can cause hurdles in the way of peace education.

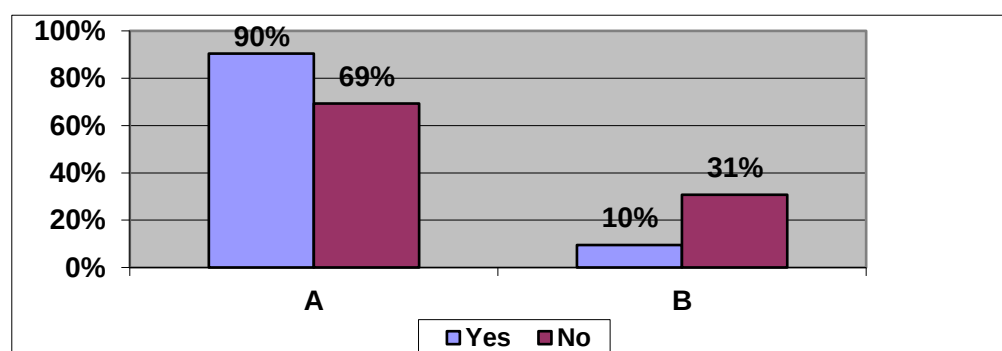
Teacher's beliefs as influential factor of peace education	Number of respondents	Teacher's misunderstanding about peace education	
		A	B
Yes	33(60%)	06(18.18%)	27(81.81%)
No	22(40%)	18(81.81%)	04(18.18%)
Total	55	24(43.63%)	31(56.36%)



As indicated in the table and graph above, 60 percent of the teachers supported the above statement compared to 40 percent who did not support the statement which is usually arguing that the teachers not understanding the concept of peace education is creating a barrier to peace education. Per cent of non-in-favor teachers on the other extreme is the very reverse.

Table 4: Showing teacher's religious beliefs as a factor of peace education and their misunderstanding regarding religious beliefs can cause hurdle.

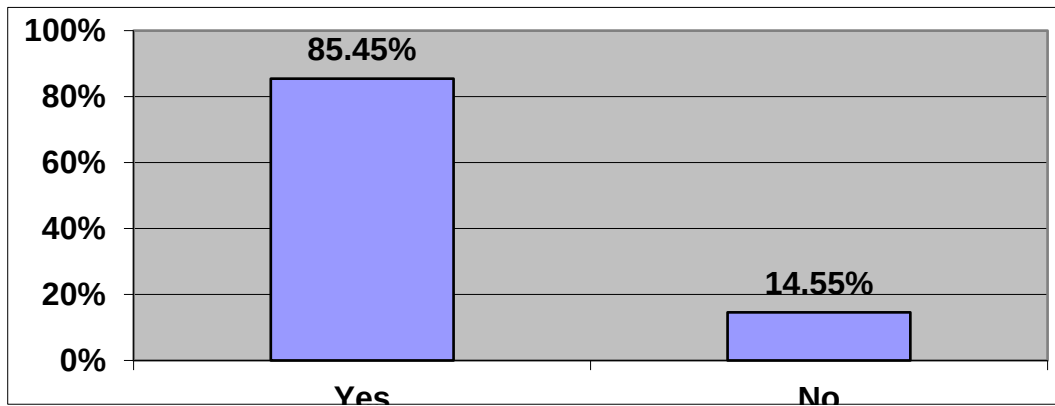
Influence of teacher's religious beliefs	Number of respondents	Teacher's misunderstanding about religious beliefs is a factor or not	
		A	B
Yes	42(76.36%)	38(90.47%)	04(09.53%)
No	13(23.63%)	09(69.23%)	04(30.76%)
Total	55(100%)	47(85.45%)	08(14.54%)



The table above indicates that 76.36% of teachers are in support of the fact that religious beliefs of teacher are influential in peace education whereas the rest 23.63% of the teachers were not in support of this fact. Out of the acceptors, 90.47 percent believe that teacher misconception of religious beliefs can create impediment in peace education whereas the 09.53 percent were not thinking in the same way. On the same in the deniers 69.23% supported the fact and 30.76% failed to support.

Table 5: Showing teachers arguments on "religion support peace education and peace process".

Teacher's arguments on the phrase	Number of respondents	Percentage
Yes	47	85.45%
No	08	14.55%
Total	55	100%



The above table and graph show that 85.45% of the teachers were in favor of the phrase “every religion supports peace education and peace process” while the remaining 14.55% were not in favor.

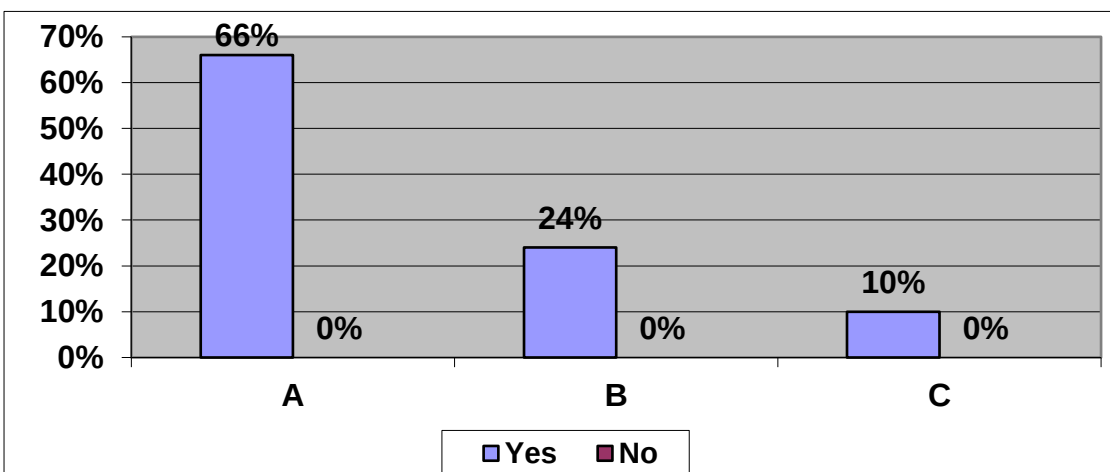
Table 6: Showing personal problems and their kinds which prevents teachers from peace education.

Personal problems	Number of respondents	Kinds of personal problems			
		A	B	C	D
Yes	27(49.09%)	06(22.22%)	03(11.11%)	05(18.51%)	13(48.14%)
No	28(50.90%)	00(0%)	00(0%)	00(0%)	00
Total	55 (100%)	06(22.22%)	03(11.11%)	05(18.51%)	13(48.14%)

The table and graph above indicate that 50.90% of the teachers had no personal issues that would deteriorate their inclination towards peace education and 49.09% had personal issues. Of the individuals with issues 22.22% were arguing customs, 11.11% arguing self esteem, 18.51% arguing enmity where 48.14% arguing other reasons.

Table 7: Showing conflict resolution and its extent as a factor of peace education.

Conflict resolution as a factor or not	Number of respondents	Extent of conflict resolution		
		A	B	C
Yes	50 (90.91%)			
No	05(9.09%)	33(66%)	12(24%)	05(10%)
Total	55(100%)	00(0%)	00(0%)	00(0%)
Conflict resolution as a factor or not	Number of respondents	33(66%)	12(24%)	05(10%)



The table and the graph above indicate that 90.91% of teachers were responding to the suggestion that peace education is useful in solving conflicts when 9.09% were not doing the same. Other believers who were suggesting both higher and lower levels of efficiency (66 and 24) indicated this towards it, with 10% believing it has no far-reaching consequences.

Conclusion

The areas of focus of this research study would be that the majority of the teachers supported peace education. Factors required include awareness, elimination of hurdles, curtailing of misunderstanding and control of belief. The religious

dimensions of the society were good since majority of the social groups were sending their children to Deenee Madras to get religious education but misperception is proving to be a bother. The problems of teachers in the field were insufficient training programs of teachers, their lack of improvement in the existing methods etc. The common tools in the peace education programs are cooperative group work, peer teaching, small group and pair discussion, collaborative games, brain storming, priority setting exercises, decision making and consensus building exercises, negotiations, role plays and simulations. The research study revealed that peace education serves as a significant way of eliminating conflict and it is the role of the government to spread more peace education to masses and take more awareness in this matter.

Recommendations

- Peace education may be established through more schools and trained teacher, therefore, teacher training in peace education can be provided.
- Regional stability is one such factor that gives impetus to peace education and it is highly advisable to be put into use.
- Islam is a peaceful religion. It can enlighten the individuals in the society about the truth and peace will automatically be boosted.
- The establishment of awareness on the teacher and other members of the community will positively impact peace education and peace process.
- It is possible to achieve peace education by having mental peace brought by security.
- Economic ills of people should be minimized to improve peace education.
- Peace education can be encouraged through cultural festivals among the local institution.
- Talk on the peace education in all the schools of the locality.
- Informatory programs should foster peace education by the government.
- A healthy society requires political stability awareness among people and sound knowledge on term peace education.
- As a teacher, one must be very familiar with religion and his topic of choice.
- Awareness should be provided with regard to peace education to the senior citizen.
- Peace education can be facilitated by peace poetry in the syllabus.
- Change is needed in the area of female education since good mother is able to bring good nation.

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