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Developing A Peace Curriculum in Pakistan: an Integrated Theoretical and Practical Model

Dr. Iram Khalid
School of International Relations, Minhaj University, Lahore
Email: Ir@mul.edu.pk

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Corresponding Author:
Dr. Iram Khalid
Email:Ir@mul.edu.pk

ABSTRACT

This article aims to develop an integrated curriculum model for secondary school to ensure a coherent relationship between what students learn, what teachers teach and how educational institutes use their authority. This conceptual paper is purposive critical review of international peace building education to examine Pakistan's research on identity, pedagogy, curriculum integration, and teacher agency. This review not only identify the evaluation gap but also provides the implementation strategies. The proposed model combines positive peace, conflict transformation, critical peace education, intergroup contact, and experiential learning, using redistribution, recognition, representation, and reconciliation as institutional design criteria. A mixed-methods evaluation strategy is proposed to examine feasibility, mechanisms, differential effects, and unintended consequences. The article argues that peace curricula become credible when students experience dignity, fair procedures, and meaningful participation alongside learning conflict-resolution skills. The article contributes to the theoretical literature as well as provide operational synthesis and testable programmed theory.

Introduction

In Pakistan, developing a peace curriculum is an institutional and pedagogical initiative. Through textbooks, classroom interactions, disciplinary decisions, and participation opportunities, students are exposed to issues of belonging, authority, difference, and justice. When a student's language is disrespected or their objections are ignored, a lesson that promotes tolerance loses credibility. Therefore, curriculum content and the distribution of educational opportunities must be linked in peace education. Its main goal should be to increase the ability to resolve conflicts fairly while empowering students to identify and address exclusion through knowledgeable, legal involvement.

The point is especially relevant to Pakistan's diversified educational environments which cannot be regarded as interchangeable because religious educational institutions, public schools, private institutions, and non-formal programs function differently and cater to a variety of internal communities. Furthermore, no religious identity or institutional category should be assumed to be naturally violent. While later research recognizes teachers' potential and limitations in promoting social cohesiveness, historical literature has demonstrated how education can contribute to restricted national identities (Durrani & Dunne, 2010; Halai & Durrani, 2018). These results raise research challenges, but they do not support generalizations about all Pakistani classrooms today.

Due to the educational discrimination, curriculum reforms are made more difficult. UNICEF Pakistan (n.d.) reported that 25.1 million children between the age of five to sixteen do not attend school, which means that all young people cannot get benefit from the school only interventions in terms of curriculum reforms. Therefore, if peace education is meant to prevent the inequalities, it should start from school reforms. There is a need to ensure that schools must accompanied with accessible community earning, non-formal education and teacher preparations.

This article offers an integrated model which is theoretical and practical as well. It was initially designed for lower and upper secondary education but now it is used to explore identity, analytical abilities and collaboration in decision making by youth. While research, teacher education, and community partnerships can be supported by universities, curriculum adaptation for degree programs would necessitate distinct learning outcomes. The main claim is that when knowledge, consistent practice, institutional justice, and community involvement reinforce each other, peace competences are more likely to become useful. Based on the above-mentioned research problem, this study's objectives are to;

- Review and synthesize the published literature on peace-education
- Identify a gap in literature to focus on local scholarship in the context of Pakistan
- Develop a curriculum that connect theory with practical learning
- Propose an ethical evaluation strategy for the curriculum

These four objectives are further explained as following research questions.

RQ1. Which theoretical perspectives provide a coherent foundation for a context-sensitive peace curriculum in Pakistan?

RQ2. What is available in already published literature for curriculum content, teacher agency, institutional practices, and the limitations of current evidence?

RQ3. How can theoretical principles be translated into sequenced competencies, classroom activities, community practice, and assessment?

RQ4. Under what institutional conditions might the proposed curriculum produce sustained and equitable outcomes, and how should these outcomes be evaluated?

Research design and analytical approach

This conceptual study is design oriented and follow a purposive narrative review. This is not a systematic research or review therefore researchers made no claim of full coverage of already published material. However, the sources were found through targeted web searches and websites from publishers, universities, journals, and institutions. The keywords used to search include Pakistan, peace education, curriculum, teacher agency, social cohesion, critical peace education, experiential learning, and intergroup contact. Foundational works, Pakistan-specific publications, and relevant policy materials available until October 2026 were also considered. It does not include primary interviews, survey datasets, experimental results, or invented participant quotes. Limitations include selective retrieval, uneven access to full texts, and the chance that relevant provincial or Urdu-language work is underrepresented.

The selection of sources considered three following tasks; a) explaining peace building mechanism; b) understanding Pakistani educational system; and c) designing practical curriculum. Therefore, several types of evidence were reviewed including empirical studies, concept notes and concept papers and policy documents. Each evidence helped in their own way, for example a theoretical argument helped with conceptual possibilities, local literature was limited in terms of empirical support and international conceptual notes helped and guided the recommendations. Therefore, every evidence was valuable for the study. The interpretations were limited to methods and reported findings especially where publisher abstracts or institutional summaries supplied the accessible evidence. The synthesis compared sources using five questions: how peace is defined; which mechanisms link education and peace; whose experiences and identities are acknowledged; what institutional conditions impact implementation; and what outcomes are assessed. At the end, a design model was made using identified mechanism to teaching activities and observable indicators. The final model needs the stakeholder review and empirical validation.

Literature review

This section summarizes the published literature to develop the idea and identifies the research gap that led the study.

Peace as justice and educational responsibility

Galtung (1969) presented a framework for peace research by defining violence broadly as the cause of the difference between human potential and actual realizations. He also elaborated the distinction between direct and indirect violence and defined peace as the absence of both types of violence. Through this paper, Galtung tried to define violence as the cause of discrepancy between human potential and actual realizations. Thus, it is concluded that the Peace curricula should make the distinctions explicit so that analytical concepts do not become indiscriminate moral labels.

In the same way Bush and Saltarelli (2000) also presented a conceptual study to constructive and destructive impacts of education on inter-ethnic relations and conflict. The study proposed a framework for 'peacebuilding education' to transform the foundations of intolerance. This study focuses on the educational structures and processes that politicize identities in ways that allow diversity and cultural difference to become the basis for violent, protracted, conflict. For Pakistan, this study suggested to review the formal curriculum along with the hidden curriculum which included the expectations, hierarchies, and habits learned through daily institutional life.

UNESCO's (2023) Recommendation on Education for Peace, Human Rights and Sustainable Development promotes a teaching method that encompasses understanding, ethics, abilities, and learning settings. Its significance covers online interactions and ecological issues, broadening peace education beyond traditional talks about conflict. Nonetheless, the suggestion serves as advisory guidance rather than proof that any specific teaching order is effective. Community organizations are required to adapt general concepts into practical teaching approaches and subsequently assess their outcomes based on real staffing and resource situations.

Conflict transformation and critical pedagogy

According to Lederach (1997), across various levels of society, peacebuilding is evident in relationships, social processes, and sustained engagement. In education system, it is implied that dispute should be examined beyond the triggers. Any random disagreement about playground, distinct reasons can influence rule such as status, exclusion, or inequality. If attention is limited to visible causes only, the underlying cause or relationship will remain unchanged. Therefore, a curriculum informed by conflict transformation helps the students to identify actors, interests, power differences, and options available for constructive institutional changes.

Bajaj (2019) also opined that peace education must discuss the relationship between violence, power, and learner's agency. According to this study, peace education challenged the approaches that try to consider peace as equal to obedience. This encourages the disadvantaged learners to adjust to inequality and injustice quietly. Therefore, institutes must maintain a safe learning environment by allowing the critical review of their own practices. While working in the perspective of Pakistan, Khan (2022) supports mutual exchanges between educators and students and warns against overly simplistic divisions between peace and conflict. These contributions support pedagogy that treats disagreement as an opportunity for inquiry, provided intimidation and dehumanization are challenged.

Contact and learning through practice

The value of supportive conditions is evident from the meta-analysis of Pettigrew and Tropp (2006), the study highlighted enough evidence that intergroup interaction reduces the prejudice. By curriculum design, more efforts can be made for meaningful cooperation among students because putting diverse background-based students in one room is merely enough. Therefore, there is a need to ensure equal participation in activities, achieving common goals and equal institutional support to guide them all. However, there are no evidence to support the Pakistani curriculum or programs. Though reduced prejudice does not reflect reduction in political violence or durable institutional justice.

The study of Kolb's (1984) offers a practical structure for peace lessons where students encounter a problem, examine their responses, learn a relevant concept, and try a revised approach. Role-play without reflection may reproduce stereotypes, while theoretical instruction without application may remain inert. The educational value lies in connecting these stages. This article uses that cycle as a design resource, without if all learners possess fixed learning styles or require identical sequences in every situation.

Pakistani evidence on identity and teacher agency

The study of Durrani and Dunne (2010) observed the relationship between schooling and conflict in Pakistan. The purpose was to explore the use of curricula and school experiences in constructing their identities as Pakistani with a focus on the link between religion and national identity. The study was conducted in two parts, first by the textual analysis of curriculum documents. The second part was conducted with students from four state primary schools in the then Northwest Frontier

Province as multisite ethnographic case study. The results suggest that schooling and curriculum promoted a single, essentialist Pakistani identity defined through Islam. Which created a boundary between Muslima and non- students. The emphasis on this boundary was associated with social polarization and the normalization of militaristic and violent identities, with implications for social cohesion, tolerance of diversity, and gender relations.

Halai and Durrani employed the 4Rs framework to analyses the data collected from, teachers by using interview, classroom observations, focus group and questionnaire as data collection tools. Furthermore, the text analysis of teacher education and school curriculum texts was also made. The paper aimed to investigate the role of teachers in peacebuilding in conflict-affected contexts, therefore, multiple data collection techniques were employed. The results highlighted the teacher's understanding as a driver of conflict in society and recognized that they have a protentional role in peacebuilding. They also viewed social cohesion as peripheral to the core academic curriculum. Teachers' identities were connected to their religious affiliations.

Ahmed (2017) also reviewed the peace education initiatives of Pakistan to highlight the contextual relevance, teachers' readiness, participatory pedagogy, and parents' involvement. The results highlighted that curriculum developers can draw the information from practical knowledge Pakistan possess as the outlines of programs and feedback from participants offer a distinct foundation of evidence compared to regulated, extended assessments. They can pinpoint potential methods and limitations in execution without confirming nationally applicable causal relationships. The task is therefore to connect existing experience with stronger implementation documentation and outcome assessment.

Recent contributions and unresolved questions

The study of Qamar and Lodhi (2024) evaluated the peace literacy integration into English as a Second Language teaching practices after collecting data from sixty randomly selected students from one public high school. This mixed method study highlighted that experimental group showed more positive attitude toward peace and conflict resolution as compared to control group. The study also reported the challenges such as lack of resources and training. The findings concluded that integrating peace education into the ESL curriculum enhances both language proficiency and students' social-emotional development. However, only one study cannot ensure effectiveness across educational streams or demonstrate sustained behavioral change.

Huma et al. (2025) reviewed the grade-five English textbook and teachers' guide to identify existing peace-related themes and areas requiring attention. Jamal (2026) also opined the development of integration framework of peace education within teacher education through faculty interviews and framework development. These recent contributions make it untenable to claim that Pakistan lacks peace-curriculum research or proposed integration models. They also demonstrate the need to distinguish curriculum representation, teacher perceptions, program design, and demonstrated outcomes. Finding a theme in a textbook establishes neither its classroom enactment nor its influence on student relationships.

Research gap and contribution

The review of the literature identified gap in the related to alignment and validation. It provides a solid foundation to discuss identity, teacher's agency, integration, and social justice. There is a lack of transparent chain from theoretical mechanism to classroom activity, institutional responsibility, assessment indicator, and sustained outcomes. The existing literature also lacks the grounds for implementation strategies across provinces, languages, educational streams, gender, disability, and levels of material disadvantage.

Another gap identified is the relationship concerns between student learning and institutional conduct. The institutes may expect from students to cooperate without ensuring the grievance procedures, disciplinary responses, or student representation. Another observable point is the favorable attitudes and successful workshop do not establish that there is an equitable participation or do not ensure that there is any reduction is intimidations. The research expands upon previous studies and can be related to additional research conducted in Pakistan; it does not assert that it is the inaugural model. Additionally, it assists those evaluating the curriculum in spotting tasks that require modification prior to broader implementation, instead of depending solely on general objectives.

An integrated theoretical model

This integrated theoretical model has three levels; a) learner's competencies, b) relationships and pedagogies, and c) institutional arrangements. The normative objective of positive peace is the protection from any harm and fair opportunities and fair chances of recognition. Conflict transformation focuses on repeated relationship dynamics and the root issues that cause dissatisfaction. The purpose of critical peace education is to examine the power and protected the informed disagreements. Furthermore, the intergroup contact describes the possible ways that reduce the prejudice and experiential learning explain how the theoretical concepts can be converted into practical abilities. All these perspectives have separate roles thus cannot be merged into a single theory.

The structural element is based on the 4Rs framework (Novelli et al. 2017) which is redistribution, recognition, representation, and reconciliation. In the proposed curriculum, these become the question such as who can have the access to activities and learning material? Who participates in decision making? Which history, language, or identity appears respectfully? How the affected relationships can be addressed without denying any harm? All these questions further guide the school level review though there are no valid instruments to score available. The local interpretation should be discussed with all stakeholders such as teachers., students, families, and marginalized communities.

According to the suggested theory, repeated cooperative practices and supported instructions can enhance the perspective-taking, conflict analysis, and confidence in non-violent answers. The students may find more interested in applying these competences in specific circumstances where they are able to follow the fair procedures and respectable adult behaviors. Increased involvement and safer connection can also strengthen their tryst. This order is contingent upon unfair treatment, instructor turnover, insecurity, or external animosity. Therefore, factors outside of the classroom have an impact on curriculum effects, and each causal relationship needs to be looked at.

All these prepositions will further guide the testing procedures. First, experiential peace instruction should produce stronger conflict response performance under comparable circumstances. Secondly, when students perceive disciplinary procedures and participation opportunities as fair and equal, sustained improvements should be higher. Third, when students experience equal standing and institutional support the cooperative contact should be more beneficial as compared to the poorly facilities experiences which weaker or adverse the effects. These propositions are falsifiable expectations, not findings. Evaluation must allow the model to be revised or rejected when evidence contradicts them.

Translating the model into curriculum practice

Competencies and progression

The curriculum combines dedicated lessons with peace building topics integrated into language, social science, environmental studies, and other relevant subjects. It develops five areas: conceptual understanding, ethical reasoning, interpersonal skills, media literacy, and civic participation. Students learn to distinguish disagreement from intimidation, recognize direct and structural harm, assess evidence, express their needs respectfully, and suggest fair responses. They also learn that mediation is not always appropriate and that situations require adult support or formal action.

The learning activities should suit students' ages and stages of development. Younger secondary students might explore fictional classroom disputes and practice listening. Older students could examine different interpretations of history, unequal access to resources, and ways to make public consultation fairer. Activities should become more challenging over time without asking students to share personal trauma or take a position on contentious political issues. Materials in different languages and accessible formats can help students whose first language is different from the language of instruction. Assessment should focus on students' reasoning and demonstrated skills, rather than their English proficiency or agreement with the teacher's views.

A sixteen-session instructional cycle

As a preliminary practice, a pilot course based on sixteen weekly sessions can be introduced. Each session will take 50 minutes along with the project work. The first week sessions (1 and 2) will be introductory in nature, will include a common discussion, guideline, explain the difference between conflict and violence and a fabricated scenario about school disagreement. The next weeks (3 and 4) can deal with the topics such as identity, stereotypes, and empathy by using a story telling technique. The week five and six, dignity, barriers, and fair treatment related topic need discussion. The seven and eighth week brings up the conflict mapping techniques, active listening and how to differentiate positions and interests. Each week sessions includes theoretical teaching with a brief practical assignment. Sessions nine and ten can use fabricated example to identify the misinformation, emotionally manipulative messages, and responsible online responses. Session eleven and twelve must focus on negotiation and consider the limits of peer mediation. Sessions thirteen and fourteen organize a cooperative project addressing a modest school or community problem. The last two session present evidence, evaluate proposed solutions, and revisit the original fictional dispute to assess learning. This is an initial design, and Pilot teachers should record adaptations, missed sessions, and the reasons for changes.

A worked practical example

To illustrate the connection between theory and practice, practical example is particularly important. In this lieu, a school water-access fictional scenario can be given to the students. In this case, one group repeatedly have access to the water point while the other group is always waiting and miss their classes due to this wait. Students will be identifying immediate behaviors, scheduling policy, accessibility obstacles, and assumptions about entitlements. The teachers can introduce positive peace to end

the argument by addressing the recurrent exclusion. Small groups can be made for alternative arrangements, considering disability access, young students, maintenance responsibilities, and the possibility that equal rules produce unequal burdens.

A frequent suggestion is discussed among various teams, who subsequently define the interests it protects. Considerations about what would lend credibility to the execution, how the evidence has transformed the idea, and whose perspectives were overlooked are all queries prompted by contemplation. Approval from staff and careful oversight are essential if a genuine issue within schools is examined later. Learners' ought to avoid directly challenging hostile adults or collecting private details about critics. The concluding evaluation considers analysis, attentive listening, fairness in processes, and modifications made in response to feedback. Successful achievement is characterized by sound reasoning and collaboration rather than the claim that students have resolved issues related to local water management.

The same activity can create disturbance between theoretical perspectives. Intergroup contact can improved relationship status but sometimes the unequal access remains there. A redistribution proposal may improve access of students while affected students remain excluded from the decision-making process. In this way, students can revise the schedule as well as can process the way to approve it. This is a good exercise to differentiate apparent consensus and participation, meanwhile the assumption regarding harmony can be avoided. Reflection must therefore ask whether interpersonal agreement conceals institutional inequality. Instructors can explain through another example where everyone is asked to accept the schedule because younger students are afraid about objection.

Community engagement and cultural grounding

There should be clear and easily manageable tasks to engage community. The tasks may include the access to playground, noting barriers to accessibility, providing reliable information to public related to shared environmental issues. Cross-school partnerships can be helpful for transportation, safety, and institutional approval, whenever required. Significant responsibilities should be allocated, and any activity of portraying marginalized communities as recipient of charity should be avoided. Community representatives should be allowed to participate in identifying issues, evaluating any proposed solution, and identifying any underlying issues. Educators can arranged controlled groups and diverse group activities to ensure the in-person exchange of information.

In addition to the moral views of Pakistan's religious minorities and secular civic obligations, some Islamic ethical ideas like justice, compassion, consultation, and reconciliation can offer relevant discussion tools, therefore cultural foundation require thoughtful integration. This integration must not establish religious conformity as a standard for citizenship or compel students to embody an entire group. The National Curriculum Framework discusses constitutional safeguards concerning religious instruction, education, and cultural identity (Ministry of Federal Education and Professional Training, n.d.). Curriculum designers should respect those safeguards and obtain specialist review for religious and constitutional materials used in classrooms.

Teacher preparation and institutional implementation

With reference to teachers' preparation, it is important to record that a short orientation will not be enough to meet the required values. Therefore, a twenty-four hour long facilitated training along with mentoring must be proposed as a preparation package for teachers. This training should involve all necessary modules such as conflict analysis, inclusive discussions, assessment of scenarios, biasness, and response to disclosure or distress. Teachers should do rehearsals of some difficult classroom scenarios and feedback must be given to them to prepare them for actual moments. Their participation in such professional development activities must be recognized along with their workload. Otherwise, these additional responsibilities may fall on some motivated staff members only.

The school leaders must align the curriculum expectation and institutional routines. They should give priorities to accessible complain procedures, clear prohibition and humiliating treatment, transparent and fair disciplinary process, and representative student participation. The peer mediation must be supervised, voluntary and be limited to suitable insignificant risk disagreements only. For managing abuse, credible threats, and serious power imbalance issues, adult informed and appropriate formal referral is required. Therefore, no student should be pressurized to forgive, reconcile, or withdraw any complaint to demonstrate peaceful behaviors.

The next is implementation which should proceed through co-design, pilot testing, needed revisions, and cautious expansions. All stakeholders including teachers, students, families, curriculums specialists, education authorities, and examination bodies should identify the competencies and existing arrangements. Universities can also support independent evaluation and teacher clearing communities. Furthermore, a common competency framework can also exist along with local example and language.

Materials, mentoring, accessibility, supervision, and evaluation require explicit budgets; a low-cost textbook insert alone cannot deliver the institutional changes assumed by the model.

Moreover, the implementation should also consider the incentives offered by examination. If a student can receive credit for only reproducing a definition, teachers have a little or no reason to invest scarce classroom time in inquiry. Therefore, the Examination and assessment specialists should develop short, age-appropriate scenarios requiring evidence-based responses. A student might explain why a proposed settlement disadvantages one party, identify missing information, or justify a safer alternative. These activities can be integrated into current subjects without transforming each lesson into an independent peace-education activity. The controlled evaluation ought to safeguard the validity of multiple justifiable responses.

Assessment and proposed empirical validation

Classroom assessments need to include individual responses to scenarios, observed group work t, portfolio reflections, and explanations of projects. A basic analytic rubric will allow you to assess the student's ability to identify harm, provide evidence for their claims, listen to others, determine whether proposed procedures are fair and justify alternative solutions. It would also be helpful for teachers to review examples of student responses to help ensure reliability in grading. Feedback provided to students needs to focus on specific skills rather than labeling students as "peaceful" or "intolerant," as these types of labels may result in student stigmatization and may make it difficult to see what the students have learned. Finally, students' personal beliefs, religious affiliations, and political ideologies should not be used as criteria for assessment.

A four-level rubric can be created and used to assess the difference between a response with no support, acknowledgement of current conflict, consideration of multiple interests and a well drafted response addressing interests and power imbalance. Accurate paraphrasing and relevant inquiries can be used to evaluate the listening skills. Each domain should have specific scores and those should not be merged with proper justifications. The assessment must help evaluators to assess if there are any disadvantages of language barriers or unfamiliar contexts. Methods such as translation, cognitive interviews with students, pilot scoring, and comparison of evaluator judgments will assist in determining if the tool assesses the intended competency instead of confidence, literacy, or familiarity with vocabulary approved by adults.

A feasibility study should be planned to assess the factors such as acceptability, workload, accessibility, instructional integrity, and negative experiences. A follow-up mixed-methods evaluation might contrast an integrated curriculum and school practice intervention with curriculum instruction alone and standard teaching methods. Using cluster allocation at the school level would minimize overlap between classes, though random assignment should only take place when it is practical and ethically sound. The necessary sample size should be extracted from a power calculation after considering cluster groups, effects, dropout ratio, and subgroup inquiries. Random selection of students will not be helpful in this scenario as it will not have enough statistical power.

To examine the conflict-response performance, perceived procedural fairness, belonging, and experiences of intimidation, an end of program assessment or follow up assessment is a better choice. School records as well as confidential information of students should be interpreted because this increased reporting will support the improvement in trust rather than increased harm. A multilevel analysis can consider the students who are grouped within the school boundaries. Implementation's success or failure can be measured through interviews and questionnaires, while recording any deviations from the planned programs. Finally, the analysis should provide a distinguished exploratory subgroup report which is different from the prespecified comparison and the analysis should report if there is any uncertainty or effect estimation.

Implementation cost record is also important during evaluations as staff preparedness, mentoring, substitute, accessible material, project supervision, and transport will affect the intervention's substantiality. Therefore, cost per participating learner and recourse required for adequate deliver should be consider realistically. A program that functions only through unusually intensive external support should not be presented as immediately scalable. In the same way, something including low cost and poor delivered intervention must not be judged an efficient success simply because workshops occurred or materials were distributed. Process evidence is essential to interpreting both outcomes and expenditure.

When population include minors as participants, ethical approval, parental or guardian consent, students' assent, continentality, anonymity, and safeguarding become necessary. Researchers need to avoid collecting irrelevant or unnecessary information about sectarian affiliations or political loyalties. Also, their participation must not affect their grades or results and students must be allowed to decline sensitive activities. The evaluations should ensure that there will be no unequal benefits or consequences to minority students. Thus, the claim of nationwide effectiveness would require replication of student beyond initial assessment.

Discussion and Conclusion

The approach suggests that students may have taught cooperation is an environment where they get limited chances to encounter justice and have a limited or no opinions. Linking competencies to institutional actions can enhance the credibility of curriculum. Education authorities need to address their own behaviors instead of viewing students as the only way to reform. The responsibility for peace education is shared between all stakeholders such as students, instructors, school administration, and the organizations who set the curriculum.

The common standards and local autonomy also share a relationship. A shared commitment to dignity and protection can provide continuity across institutions, while examples chosen locally make learning more understandable. On the name of cultural relevance, minority protection cannot be removed neither the girls can be silenced. Standardization should not remove the actual linguistic and reginal differences. The balance can be achieved through iterative review, transparent criteria, and inclusive dialogs among all stakeholders. Institutions can foster trust, demonstrate accountability, and preserve core protections while allowing meaningful local variation that enhances relevance and effectiveness by documenting adaptations and sharing outcomes.

The three limitations are important to discuss. First, the analysis is selective which needs extension through a systematic multiolingual literature review before making any further policy level decisions. Secondly, the proposed causal relationship is not evaluated in integrated Pakistani interventions. And last but not the least, education alone cannot resolve the issues of poverty, political exclusion, security issues, or unequal public services. However, the curriculum reforms can help students and youth to understand and respond to these mentioned issues in more informed way. These limitations do not invalidate the educational purpose built define a research agenda to follow upon.

The objectives of peace curriculum for Pakistan, should be to ensure human dignity, practical cooperation and informed objections, are connected to school accountability, repetitive practice, explicit learning outcomes, and future evaluation by using an integrated approach. The main contribution will be to foster a relationship between theory and practice. Students can demonstrate sustainable development when they are able to analyze the conflict throughout, participate fairly and seek the solution or protection through reliable organizations. To achieve this goal a teachable, practical, and institutionally supported curriculum is needed.

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