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| KEYWORDS | ABSTRACT |
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| Teacher Education, Transformative Potential, Peacebuilding, Phenomenology | Recognizing the crucial role of teachers as catalysts for societal change, the study aimed to explore the lived experiences and perspectives of teachers engaged in peace-building initiatives within their educational contexts. Through a phenomenological lens, this research sought to uncover essence and meaning of these experiences to shed light on transformative power of teacher education in fostering peace with specific aims, to understand the essence and meaning of teacher educators' experiences in peace-building, focusing on their perceptions, beliefs, & values related to peace education. Using qualitative method, include in-depth interviews data, was collected through a purposive sample from five senior teacher educators who were actively involved in peace-building efforts. The findings of this research demonstrated the positive impact of teacher education in peacebuilding and preventing youth from extremist conduct and conflicts in educational institutions. By unveiling transformative potential of teacher education in promoting peacebuilding, this study inspires educational stakeholders to recognize and harness power of teachers in building peaceful and inclusive societies. |
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INTRODUCTION

Pakistan is a country with significant population characterized by its diversity in religion, language, culture, and ethnicity (Ahmed, 2021). Its people lead distinct lives stemming from diverse cultural backgrounds, with the varying political, religious, and moral perspectives (Bashir & Akbar, 2021). Various social factors such as language, ethnicity, gender, religion, and nationality contribute to complex conflicts and intense situation within educational institutions (Ahmed, 2018). The presence

of heterogeneity in universities often leads to the marginalization of individuals based on religious, political, economic, and geographical factors. These changes play role in justifying and identifying extremist behavior toward students, consequently disrupting peace (Amin, Jumani & Malik, 2019). A notable incident of such extremism occurred in the Karachi, involving graduate students from a renowned university in city (Cromwell, 2019). Punjab University and Quaid-a-Azam University have become breeding grounds for extremist activities, involving many ethnic groups that promote extremism within campuses (Atif, Mahmood, Farooq & Chaudhary, 2019). These incidents highlight existence of multiple issues in educational system that fail to counteract the extreme views held by the youth (Ahmed, 2018).

The education plays a crucial role in providing knowledge, fostering personal growth, encouraging critical thinking and enabling effective interpersonal and intrapersonal communication (Durrani, 2017). In the context of Pakistan, teacher education holds significant potential in enhancing the understanding of peace, human rights, harmony, and social awareness. This can be achieved over incorporating relevant courses and continuous professional development program for the educators (Bashir & Akbar, 2021). The teacher education institutions are generally expected by societies to equip future educators with necessary skills for their professional and social lives (Jenkins, 2022). The modern educational system is believed to have a socializing component that prepares future educators to navigate the complexities of society we currently live in (Kester, 2013). The aforesaid suggests that each specific conflict context requires a tailored peace education program with goals and objectives that address the needs and aspirations of affected individuals (Singh, 2013). In the present study, it is important to emphasize that for peace education program in teacher education to be effective, its objectives must be derived from the local conflict context, therefore ensuring their relevance and acceptance.

To effectively bring about transformation, teachers need to be equipped with skills and qualities that enable them to serve as role models (Quezada & Romo, 2004). As per Gay (2000), socially responsive and well-prepared teachers acknowledge significance of students' social backgrounds as influences on their attitudes, perspectives, and approaches to learning. By equipping educators with the necessary knowledge, skills, and attitudes, we can cultivate generation that values peace, dialogue, and understanding. They recognize value of teaching authentic cultural content as part of the curriculum, while also addressing resistance to attitudes, beliefs, and behaviors that differ from their own, and discouraging negative attitudes towards cultural violations (Bashir & Akbar, 2021). Teachers can be trained in conflict resolution practices, helping them manage conflicts effectively within classroom and beyond. Teacher education plays a pivotal role in shaping future generation by providing educators with necessary knowledge, skills, and attitudes to foster peace and embrace diversity in their instruction (Amin & Malik, 2019). In recent times, there has been an increasing recognition of the transformative potential of teacher education in fostering peacebuilding within educational environments.

Problem Statement

Teachers play a pivotal role as catalysts for change within the realm of education. Their attitudes, beliefs, and instructional practices have a profound impact on the learning environment and shape

students' perspectives on peace and conflict. Extensive literature supports the notion that teachers actively engaged in peacebuilding endeavors possess the capacity to foster social justice, empathy, and reconciliation among their students. By assuming roles of role models and facilitators, teachers can establish inclusive classrooms that promote dialogue, understanding, respect, and nonviolent approaches to problem-solving. Thus, this study aims to shed light on the experiences of teachers, emphasizing vital importance of integrating peacebuilding competencies into teacher education programs. Specifically, objectives are to explore the essence and significance of teacher educators' experiences in the peacebuilding, delving into their perceptions, beliefs, and values regarding the peace education.

Moreover, the study seeks to examine how teacher educators conceptualize task of peacebuilding in challenging and hostile circumstances, investigating the strategies they employ to cultivate the peace within educational settings. Moreover, it aims to explore how teacher educators navigate structural and cultural barriers in their efforts to promote peacebuilding, while also addressing the challenges they encounter and the strategies they employ to overcome them. Thus, by exploring the transformative potential of teacher education, this study aims to inspire the teacher educators and practitioners to recognize and harness the immense power teachers possess in fostering peaceful and inclusive societies. Through the deeper understanding of the experiences, perceptions, and personal transformations of teachers, the study seeks to underscore significance of embedding peacebuilding principles within the teacher education programs as the means to shape a more harmonious and equitable world.

LITERATURE REVIEW

When considering peacebuilding within context of teacher education, peace education emerges as a relevant and effective approach for fostering reconciliation, preventing conflicts, and facilitating post-conflict reconstruction in countries facing challenges to positive peace (Hajir & Kester, 2020). Over the past four decades, peace education has developed as distinct field of study, branching out from its parent field of peace studies. In the realm of teacher education programs, peace education encompasses various aspects such as educational policies, planning, pedagogy, and practices aimed at cultivating awareness, skills, and values related to peace (Huda, 2011). While peace education comprises multiple subfields, practitioners and researchers often have differing interpretations of its goals and objectives (Zembylas, 2020). Notably, even self-proclaimed peace educators may have varying perspectives on definition of peace education. The UNICEF definition stresses importance of peace education as fundamental strategy for fostering new knowledge systems, founding eloquent connections, and implementing supportive institutional processes that back to sustainable peace, according to Jenkins (2022):

“Peacebuilding entails the active promotion of knowledge, skills, attitudes, and values necessary to initiate behavioral transformations. These changes empower individuals, including children, youth, and adults, to prevent conflicts and avoid all forms of violence, whether explicit or embedded in social structures. peacebuilding involves the peaceful resolution of conflicts and the establishment of conducive conditions for peace at various levels, including intrapersonal, interpersonal, national, and international spheres. (Jenkins, 2022). Peace education is vital process as it involves educating

individuals of all age groups about consequences of violence, while simultaneously equipping them with the skills and capacities to counter all forms of violence and contribute to the development of peaceful communities (Hajir & Kester, 2020). The teacher education programs can emphasize the importance of understanding and respecting the different cultures, religions, and perspectives. It is evident that each unique conflict context necessitates a tailored peace education program with the goals and objectives aligned with the specific conflict and reflecting the needs and aspirations of those involved (Durrani, 2017).

The significance of this is particularly relevant to the present study, as it emphasizes the importance of designing a peace education program in teacher education that is rooted in the local conflict context to ensure its acceptability and effectiveness. According to Bashir and Akbar (2021), the researcher asserts that teachers, being central to significant and successful institutional progress, can play crucial role in introducing peace education in primary and secondary schools in Pakistan. To achieve this, it is vital to make peace education a mandatory subject for all prospective teachers and integrate it into the curricula of teacher education programs in Pakistan. Jamal (2023) further suggests that by incorporating peace education into teacher education, a culture of peace can be systematically initiated, starting from teachers' colleges and extending to institutes & communities. By fostering the sense of belonging and mutual respect, teachers can create supportive learning environments conducive to peace. The preparation of preservice teachers holds great importance in relation to realizing peace education practices, as it serves as initial step in their professional growth (Amin & Malik, 2019).

Teacher professionalism underwent a significant shift in perception at the onset of the 21st century, as it became the focal point for the education system reform (Bekerman & Zembylas, 2014). This perspective aligns with outcomes of World Education Forum held in Dakar, which emphasized the global interest in enhancing the professionalism of educators through fair remuneration, access to professional development opportunities, and active engagement in the peacebuilding process. Still, understanding the concept of professionalism and its implementation within different educational systems varies due to the historical, cultural, and political factors that influence its emergence and persistence developments. Huda (2011) noted the lack of comprehensive literature on the teaching professionalism specifically related towards promoting peace, highlighting the scarcity of required sources that attempt to differentiate the diverse perception surrounding teaching profession within the social sphere.

The notion of quality in teaching pertains to the necessary skills, attitudes, and practices associated with profession. Empirical studies and meta-analyses conducted by Ahmad et al. (2018) confirmed that teachers who received training to enhance their instructional abilities exhibited high levels of confidence and efficiently established positive and robust relationships with their students. Besides, research indicates that duration of teacher training significantly influences teacher professionalism and performance (Bashir & Akbar, 2021). As highlighted by Darling Hammond, teacher's expertise encompasses wide range of subject knowledge, pedagogical skills, and teaching practices. Teachers can be trained to recognize and address underlying causes of conflicts, including social inequalities, discrimination, and injustice. The consistent research findings indicate that subject matter expertise

and pedagogical knowledge contribute to improved teacher performance (Bertschy et al., 2013). Within context of this research, teacher professional engagement is regarded as fundamental factor of peacebuilding efforts

Integrating Peacebuilding as a Core Curriculum Component

Similar to the development of teacher professionalism, the integration of peacebuilding within the curriculum of teacher education programs is frequently addressed implicitly, encompassing various subjects but often lacking prioritization (Cromwell, 2019). Also, there exists a dilemma concerning the treatment of weak social cohesion and peacebuilding, which can vary in terms of intervention approaches, ranging from implicit to explicit methods and from generic towards specific measures (Brantmeier, 2011). The former approach emphasizes skills such as respect and trust-building, while latter focuses on conflict management, tenacity and resilience, aiming to foster critical engagement with diverse identities and affiliations, which often serve as conflict catalysts in many contexts (Hajir & Kester, 2020).

Policy Emphasis on Peacebuilding in Teacher Education Programs

In Pakistan, educational policy prioritizes enhancing quality of education at all levels, including teacher training and professional development, with specific focus on cultivating critical thinking, tolerance, and respect for diversity among teachers (Amin et al., 2019). The National Curriculum Framework (NCF) in Pakistan aims to offer a comprehensive and inclusive education by promoting tolerance, harmony, and appreciation for diversity. It highlights the integration of peace education themes across various subjects to foster students' understanding of peacebuilding. Teacher education can introduce pedagogical approaches that explicitly aim to promote peace, such as cooperative learning, dialogue-based teaching, and participatory methodologies. The government conducts in-service training programs to enhance the teachers' professional progress, about workshops, seminars, and courses designed to equip them with necessary skills for creating peaceful & inclusive learning environments (Singh, 2013).

The non-governmental organizations (NGOs) and civil society organizations in Pakistan have also taken proactive measures to promote peace education (Ahmed, 2018). They collaborate with schools and teachers to develop the curricula, training programs, and resources that address conflict resolution, human rights & interfaith harmony. It is vital for teacher educators and practitioners to frequently reflect and refine their understanding of peacebuilding, particularly in challenging and volatile circumstances (Bashir & Akbar, 2021). By incorporating these principles into the teacher education programs, we can empower educators to become agents of peacebuilding, transforming classrooms into spaces where the dialogue, empathy, and mutual respect prevail. Thus, by critically examining intricate dynamics at play in such contexts, teacher educators can develop contextually relevant strategies and approaches that effectively address specific needs and challenges of their educational settings.

RESEARCH METHODOLOGY

Phenomenology serves as a valuable qualitative research approach within interpretive paradigm, offering a means to explore and comprehend the lived experiences and subjective perspectives of

individuals (Behr, 2018). In the context of peacebuilding in Pakistan, it becomes essential to delve into intricate and multifaceted perception held by teacher educators. Adopting phenomenological approach allows us to uncover the inherent meaning they ascribe to peacebuilding, as well as the challenges they encounter and strategies they employ to foster peace within educational system. Through such approaches, researchers gain insight into subjective narratives of teachers, exploring their motivations, perceptions, and reflections about their immersion in peacebuilding initiatives. Phenomenological analysis, encircling thematic coding and interpretation, enables identification of commonalities, patterns, and unique insights that emerge from the narratives of teachers. This approach eases deep engagement with specific cultural, social, and historical context surrounding the phenomenon under investigation (Zahavi, 2008). Following the attainment of informed consent, a series of five (5) in-person interviews were conducted. Each interview, lasting approximately 45 to 60 minutes, was recorded and transcribed verbatim to ensure an accurate representation of the participants' perspectives.

Table 1 Particulars about Research Participants

| Interview Participant | Gender | Years of Experience | Educational context | Role in peacebuilding initiatives |
|-----------------------|--------|---------------------|---------------------|---|
| Teacher Educator 1 | Male | 14 | Professor | Training teachers on conflict resolution strategies and intercultural understanding |
| Teacher Educator 2 | Male | 10 | Assistant professor | Advocating for policy changes to promote peacebuilding in educational institutions |
| Teacher Educator 3 | Female | 11 | Assistant professor | Integrating peacebuilding concepts into the curriculum and teaching methods |
| Teacher Educator 4 | Male | 16 | Director | Leading peace education initiatives within the institute and community |
| Teacher Educator 5 | Female | 09 | Professor | Developing inclusive educational practices for students affected by conflict |

To ensure the research was conducted ethically and with due consideration for well-being of the participants, various precautions were taken throughout preparatory, conduct, and analysis phases, given sensitive nature of subject matter and its potential to evoke negative emotions. Recognizing the diverse nature of Pakistan as a country, characterized by a complex socio-political landscape, it becomes imperative to adopt an approach that embraces the specific experiences and perspectives of teacher educators within their cultural context due to certain variations and contextual changes. Thus, employing a phenomenological approach allows the researchers to delve into how cultural factors, religious beliefs, and societal norms shape the understanding and implementation of the peacebuilding efforts.

Through the utilization of open-ended interviews and reflective discussions, researchers engage with participants to expose underlying meanings and assumptions that influence their perceptions. This process enables the exploration of any preconceived notions, biases, or stereotypes that might hinder or facilitate effective peacebuilding endeavors. By facilitating safe and respectful situation for dialogue, researchers strive to promote comprehensive understanding of the intricate dynamics involved in peacebuilding within specific cultural context of Pakistan. The research process aims to

promote sensitivity, empathy, and genuine appreciation for the lived experiences of participants, ensuring their voices are accurately represented and respected thereby producing the desired and leading outcomes.

Data Analysis

The first phase of analysis was demographic in nature. The reading and re-reading the transcripts, reflecting on each word, phrase, sentence, paragraph, or significant non-verbal communication, the researcher gradually developed the rich sense of each whole. This strategy produced the holistic interpretations of the meanings that educators assigned to their experiences. In the second phase of analysis, readings were conducted throughout the transcripts in order to compare and contrast the participants' viewpoints and meaning constructions towards the main themes of the study. NVivo 14 and thematic coding permitted the study of the emerging trends, differences, and exceptions across the transcripts.

FINDINGS OF STUDY

Theme 1: Lived Experiences & Perspectives of Teachers in Peace Building

The participants in the study expressed transformative experience, where they gained new insights into various aspects of their lives, work, self-identity, and interactions with others. This newfound perspective empowered them with a heightened sense of agency to actively back to peacebuilding and promote social cohesion within their communities. The educators acknowledged prevalence of conflicts among students in educational settings and recognized the importance of peace education in equipping them with necessary tools to address such situations. According to the teachers, peace education not only enables them to effectively manage conflicts but also allows them to teach the principles of the peace and instill essential skills like critical thinking, empathy, and non-violent communication among their students. As facilitators, educators play a crucial role in mediating conflicts among students. In this connection, they actively listen to their concerns, encourage open dialogue, and guide them toward peaceful resolutions in diverse circumstances. These experiences provide teachers with valuable opportunities to develop their conflict-resolution skills and become proficient mediators.

During the study, one of participants shared his thoughts on their involvement in peacebuilding, emphasizing the meaningfulness of their role and deep self-reflection it fostered. This participant's perspective highlighted the personal growth and fulfillment that come from actively engaging in peacebuilding efforts.

“Teachers can significantly influence the establishment and maintenance of peaceful environments in their institutions and communities over their actions. In addition to educating pupils, teachers play critical role in influencing their attitudes, behaviors, and values so as to foster society free from conflict.” (Participant 1)

Teachers assert that through interacting with pupils from the various cultural, racial, and religious backgrounds, they may foster understanding and dialogue. They set up venues for the students to express their ideas and experiences, promoting respect and understanding. Teacher educators are

essential change agents for society. They strive to foster an inclusive and tolerant environment in their courses and institution. In this regard, they plan activities and dialogues that dispel prejudices and preconceptions, urging the students to accept the diversity and value various viewpoints. One educator discusses as,

“Education has potential to play vital role in peacebuilding efforts. Teacher education, especially, can empower educators to become agents of positive change and promote peacebuilding in their communities”. (Participant 4)

The subject also acknowledges the importance of instructors who have taken a leading role in the neighborhood peacebuilding projects. Their hands-on involvement in mediating disputes among students offers them invaluable experience and lessons gained. They provide the direction to other educators and scholars engaged in creating peace within the educational contexts by sharing their experiences which advances the general comprehension of the effective peacebuilding practices. A participant explains,

“Since students from all cultures, ethnic groups, sects, and faiths attend colleges, there is an urgent need to teach and encourage peace inside these institutions. The goal of teacher training institutes is to give students forums where they may cooperate and work with members of other social groups to improve community harmony and foster tolerance while attentively hearing ideas and opinions of others.”. (Participant 1)

The participants felt that the peacebuilding program provided them with a unique opportunity to bridge the enormous psychological and the social divides in their culture. They were thus given the opportunity, the language, and the motivation they needed to begin “re-opening the boundaries” across ethnic groups thanks to their work as peace educators. Thus, they discussed how “the walls in our heads” gradually began to break down and how they ultimately discovered the courage to “go to the other side,” both literally and metaphorically, in order to begin the healing as well as the reconciliation process.

Theme 2: Transformative Potential & Skills for Peace Building

The majority of the teachers claimed that their peaceful learning had given them new insights and skills that enhanced their teaching strategies. Learning that prescribed courses could be improved by being reframed in context of peacebuilding was a revelation for a number of people. They spoke favorably about experimenting with new pedagogies and methodologies, about confidence they gained from cooperating with one another in professional development seminars, workshops and other critical activities about how their classrooms were made richer by the cross-curricular study of peace issues.

They shared pictures and reports of their student involvement in volunteer activities, performances, writing, and artwork that talked issues pertaining to peace. Five-interviewee responded differently but a notable suggestion.

For teachers to overcome cultural differences and promote inclusive classrooms in a multicultural society like Pakistan, intercultural competence is vital. Future educators are equipped to promote

peace, social justice, and human rights by imparting a sense of responsibility, agency, and positive influence.” (Participant 3).

Future educators learn about cultural diversity, confront prejudices, and establish safe places for communication and understanding by increasing intercultural competence in teacher education courses. The students from varied cultural, racial, and religious backgrounds benefit from social cohesiveness and respect for one another because of this inclusive teaching style. One participant mentioned that;

“By using active listening, negotiations, and problem-solving strategies, teachers resolve disputes amicably, advance restorative justice and foster environment in classroom that is caring to learning and growth.” (Participant 5)

The study further concluded that pedagogical strategies such as cooperative learning, dialogue-based approaches, and experiential activities play the crucial role in promoting the peacebuilding among the students and enhancing their conflict-resolution skills. All participants emphasized the importance of teacher education programs in fostering the social and emotional well-being of both teachers and students. According to the participants, teacher education programs should prioritize the development of emotional intelligence, empathy, and self-regulation skills. These qualities are seen as vital in preventing conflicts and extremist behaviors within educational institutions. When teachers possess and integrate these talents into their teaching practices, they create a supportive and nurturing environment that mitigates risk of radicalization and fosters positive relationships among students.

Theme 3: Peacebuilding into Teacher Education Curricula

The findings of the study underscore the significance of integrating peacebuilding principles, skills, and knowledge into teacher education programs. The participants emphasized inclusion of peace education, intercultural competence, conflict resolution skills, and understanding role of teachers as peacebuilders. However, they also acknowledged that the current curriculum content related to peacebuilding is limited, necessitating a reorientation and reorganization of the existing content to effectively promote behavioral change and equip all students with the necessary competencies to actively contribute to peace. In this linking, the teacher educators recognized the importance of integrating peacebuilding into teacher education curricula, as it enables the aspiring teachers to develop a comprehensive and inclusive understanding of underlying causes of conflicts, including sociocultural, economic, and political factors. This knowledge equips them to identify and address these root causes within the diverse educational settings thereby contributing effectively to conflict prevention and resolution.

By embracing this theme, teacher education programs in Pakistan can effectively prepare future teachers to foster peace, social cohesion, and harmony within educational environments, ultimately contributing to a more peaceful and inclusive society. All participants agreed that incorporating peace education into teacher training programs enhances teachers' understanding of peace as a concept and equips them with the pedagogical strategies to teach the peacebuilding skills to their students. In this drive, these strategies encompass promoting empathy, non-violent communication,

conflict resolution, and critical thinking, fostering a culture of peace within educational institutions. Thus, by integrating peacebuilding principles into teacher education curricula, future educators develop a deeper sense of responsibility in promoting peace, social justice, and human rights. This empowers them to become agents of positive change, influencing their students and communities for the better.

Theme 4: Challenges and Barriers for Peacebuilders.

By gaining a comprehensive understanding of the experiences and perspectives of teachers, we can delve into challenges they encounter in peacebuilding & identify effective strategies for nurturing harmonious relationships among students. Participants highlight the prevalence of sectarian and ethnic tensions among students in Pakistan, which often result in conflicts. Successfully navigating these intricate dynamics necessitates sensitivity, cultural competence, and a deep appreciation for local contexts. Furthermore, teachers express the pressure they face from external sources, such as community leaders, to endorse specific ideologies or viewpoints. Balancing the promotion of peace with maintaining neutrality poses a significant challenge. Despite their enthusiasm for contributing to peacebuilding, teachers confront various obstacles. The insufficient funding, inadequate training opportunities, and a lack of supportive regulations frequently impede their efforts. The participants engaged in the discussions addressing these challenges and the proposed approaches for effectively addressing them.

To effectively support teachers in their roles as peacebuilders, it is imperative to prioritize focused professional growth programs, comprehensive curriculum frameworks, and institutional support. Overcoming social barriers and fostering a sense of unity and optimism within school community emerge as noteworthy hurdles. Teachers face difficulties in building momentum and increasing engagement among colleagues and students. This can be attributed partly to additional workload that peace education demands from already burdened teachers and students. Also, a prevailing skepticism persists regarding the feasibility of resolving societal disputes and inequities. To address these complexities, it is vital to provide teachers with adequate resources, training, and time to implement peace education efficiently. Creating helpful environment that values and prioritizes peacebuilding endeavors is vital. By admitting and actively tackling these challenges, teachers can become empowered agents of change, fostering positive transformations within their classrooms and communities.

DISCUSSION

This study sheds light on crucial role of teacher education in peacebuilding efforts and highlights transformative potential of teachers as catalysts for change. By exploring the real-life experiences and perspectives of teachers engaged in peacebuilding initiatives, this research provides valuable insights into the transformative aspects embedded within teacher education. Teachers possess a unique opportunity to instill in students the values of peace, tolerance, empathy, and respect for the diversity. Through their interactions with students, they can model and foster peaceful and broad behaviors, creating a positive classroom environment that nurtures understanding and cooperation. By integrating peacebuilding concepts, skills, and attitudes into their teaching practices, teachers and educators actively contribute to construction of a more peaceful society. The evidence grouped

from research conducted in Pakistan shows helpful impact of teacher education in peacebuilding, particularly in preventing youth engagement and involvement in extremist conduct and conflicts in educational institutions.

The findings underline significance of incorporating peace education, fostering inclusive classrooms and equipping teachers with necessary knowledge and skills to effectively counter extremism. Dr. Nilofer Halai research from Aga Khan University in Pakistan emphasizes role of teacher education in countering extremism. It underscores the importance of equipping teachers with the knowledge and skills to address sensitive topics, challenge extremist narratives, and promote critical thinking among students. Well-trained teachers who create a safe and inclusive learning environment can significantly reduce the risk of youth involvement in extremist behavior. Promoting intercultural competence within teacher education curricula enables future educator to understand the cultural diversity, challenge stereotypes, and establish safe spaces for dialogue and mutual understanding. This inclusive approach contributes to social cohesion and fosters mutual respect among students from diverse cultural, ethnic, and religious backgrounds. Teacher education curricula should focus transformative role of teachers as agents of peacebuilding in society. By instilling sense of concern, agency, and positive effect, future teachers are empowered to advocate for peace, social justice, and the human rights.

The Pakistan Ministry of Federal Education and Professional Training, in collaboration with the international organizations, has implemented various teacher education initiatives with a focus on peacebuilding. These programs prioritize conflict resolution, interfaith harmony, and human rights education in teacher training. Thus, evaluation studies of these initiatives have reported positive outcomes, including increased student engagement, improved social skills, and reduced instances of extremist behavior within educational institutions. A study conducted by United States Institute of Peace (USIP) in Pakistan reveals that teachers who received training in the peace education had a significant positive impact upon students' attitudes and behaviors. Students taught by these trained teachers demonstrated the increased empathy, reduced prejudice, and a greater understanding of conflict-resolution strategies. This indicates that the teacher education programs with a focus on peacebuilding can contribute to creation of a more peaceful and tolerant society among the youth. The following research emphasizes pivotal role of teacher education in peacebuilding & highlights the transformative potential of teachers in shaping a peaceful future. Thus, by equipping teachers with the necessary knowledge, skills, and values, we can foster a society built on peace, tolerance, and understanding.

CONCLUSION

It is evident that teacher education plays a crucial role in peacebuilding and in preventing the youth from engaging in extremist conduct and conflicts within educational institutions. Equipping teachers with necessary skills, knowledge, and values empowers them to become effective agents of change who can foster inclusive classrooms, promote empathy and understanding, and cultivate a culture of peace. In our increasingly complex and interconnected world, investing in robust teacher education programs with a focus on peacebuilding is thus essential to create a more peaceful and harmonious society for future generations. Integrating peacebuilding competencies into teacher

education curricula, such as the conflict resolution skills, intercultural understanding, and empathy, allows teacher educators to empower future teachers as catalysts for societal transformation. It is crucial to incorporate the peace education and conflict resolution strategies into teacher education programs. Policymakers and curriculum developers must consider the challenges and barriers faced by teacher educators when executing peacebuilding approaches. By harnessing transformative potential of teacher education, Pakistan can make significant strides toward creating peaceful and inclusive society.

Recommendation

Based upon these conclusions, educational policymakers need to acknowledge the significance of peacebuilding in teacher education and establish supportive policy frameworks that prioritize the integration of peacebuilding concepts and practices. By providing clear guidelines and support for inclusion of peacebuilding competencies in teacher education programs, policymakers can create an enabling setting that inspires and sustains teachers' engagement in peacebuilding efforts. This requires collaborative effort involving all stakeholder to ensure teacher education becomes vehicle for peacebuilding, nurturing teachers who possess knowledge, skills and values necessary to shape a more peaceful future.

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